DOCUMENT RESUME

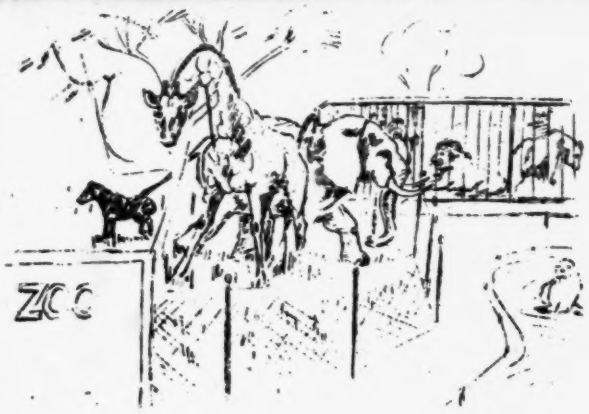
ED 035 488 32 RC 003 966

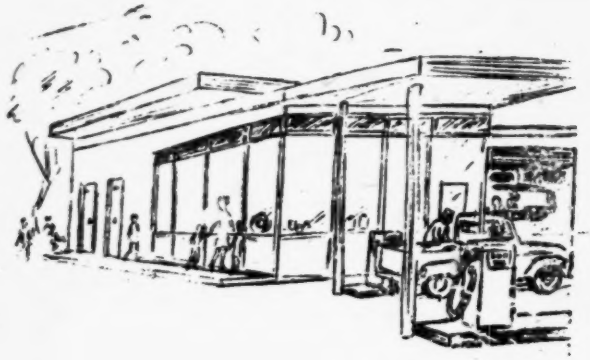
TITLE	Phillip and His Family.
INSTITUTION	Shiprock Independent School District Number 22, N. Mex.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C. Bureau of Elementary and Secondary Education.
PUB DATE	68
NOTE	243p.
EDRS PRICE	EDRS Price MF-$1.00 HC-$12.25
DESCRIPTORS	*American Indians, English (Second Language), Instructional Materials, Language Instruction, *Non English Speaking, *Oral English, Pictorial Stimuli, Preschool Children, *Teaching Guides, Teaching Procedures, *Vocabulary Development
IDENTIFIERS	*Navajos

ABSTRACT

A teaching guide, developed for an oral English program for non-English-speaking children, uses the familiar social setting of the Navajo Indian child as a basis for instruction. Pictures are used for conversation and vocabulary development and for helping the child develop his self-concept by presenting experiences with which he can identify. The guide employs 4 basic steps in teaching oral English: presentation, imitation, repetition, and substitution. Objectives, vocabulary, and basic sentence structures are presented for each unit. Teaching procedures and related activities are described in each lesson within the unit. A bibliography of suggested enrichment materials is included. (JH)

ED035488





The Zoo

Holidays

The Community

Phillip and His Family

RECEIVED
DEC 15 1969
NMSU
E.R.I.C.

The School

The Home

The Farm

RC003966

ED035488

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

DEPARTMENT OF RESEARCH AND PUBLICATIONS

INDEPENDENT SCHOOL DISTRICT NO. 22

SHIPROCK, NEW MEXICO

1968

A COOPERATIVE EFFORT

TITLE I AND INDEPENDENT SCHOOL DISTRICT NO. 22

R. E. KARLIN, SUPERINTENDENT OF SCHOOLS

RC003966

FOREWORD

This program has been designed to meet the needs of the monolingual and the bilingual child. It is an attempt to motivate, stimulate, and challenge the child into using correct and expressive oral English. It is believed by the research staff that by using a familiar social setting, and objects which make up a part of the child's emotional experiences, there will be an arousal of the child's interest in expressing himself more readily in the English language.

The teacher will note that the illustrations in this book have been designed to be used with the teaching suggestions in Part Two, however, the imaginative teacher may use them to enrich and enforce other teaching areas as well.

Part One of this guide presents an extensive program for teaching sentence structures and vocabulary to the non-English speaking child. Part Two presents a program designed primarily for expansion of the sentence patterns and vocabulary learned in Part One. Part Two, also, provides for child creativity and freedom of expression through the varied activities listed in the teaching suggestions.

Curriculum is constructed to meet the educational needs of children. Since curriculum is an important facet of school life, the teacher who implements the program is a vital and important person. The acceptance of this statement places great responsibility on the classroom teacher. This responsibility is to inspire, encourage, and motivate the child to become a true bilingual.

It is not the intent of this program to prepare bilinguals for artificial orations in English, but to build

on the child's mental powers to help him speak and think in the English language on an equal basis with his native language.

Program Director:

Wallace Cathey

Assistant Director and Coordinator:

Claude Aragon

Research Staff:

Jo Williams

Frances Lee

Jerry Monaker

Illustrator:

Bobby Hicks

Photographer:

Clarence Tsosie

TABLE OF CONTENTS PART ONE

UNIT ONE: SIMPLE IDENTITY SENTENCES

My name is _____.

This is a/the/an/--/_____.

UNIT TWO: BEGINNING USE OF PRONOUNS

Contractions

Use of pronouns

Color names

Big - Little

UNIT THREE: USE OF PREPOSITIONS AND PREPOSITIONAL PHRASES

Prepositional phrases

Adjectives

Negative questions

UNIT FOUR: POSSESSIVE PRONOUNS AND VERBS

Present participle form regular verbs ---Past form regular verbs

Future form regular verbs ----------Time expressions

Frequency adverbs ----------Irregular forms of intransitive

UNIT SIX: TRANSITIVE VERBS

Present participle ----------Past

Future ----------Infinitives

Modals ---------- Short Answers

PART I

INTRODUCTION

The materials and procedures presented in this guide are the collective results of the research and teaching experiences of the writers. It is the opinion of the research staff that this guide, if used objectively and conscientiously, will greatly aid all teachers of beginning non-English speaking children, and will add a new dimension to the learning scheme of the monoliagual.

This Oral English program changes nothing of the teaching curriculum except the old methods of teaching English as a second language. The rest of the materials which have always been presented in the readiness program should be presented in the usual manner.

Left to right progression, visual discrimination, classification, association and concept broadening, should be presented and taught as it is felt the children need them and are ready for them. Some of them can be integrated with the Oral English program and some cannot. It is desirable to integrate as much as possible in all areas. When arithmetic is being taught, sentence patterns can be used. Counting can be done in the talking groups. An example of this is, "How many boys do you see?" or "What do you see?" The child must answer, "I see four boys.," or "I see three green balls."

This program is not difficult to teach once the teacher understands some of the basic principles. There are four basic steps involved in teaching Oral English lessons. They are as follows: 1. Presentation; 2. Imitation; 3. Repetition; 4. Substitution.

Presentation by the teacher takes much oral explanations. Each pattern should be repeated at least three times before the children are asked to respond.

Children learn by imitation and love to repeat. They do not tire easily of repetition and drill, however, it should be presented in as many different ways as possible.

Substitution of words in a given pattern allows for creativity in the children.

When the program is begun, sentences should be kept to six syllables or less if at all possible. The teacher must try to control her own vocabulary at the beginning of the program.

The entire class should be taught together for the first few days of school before trying to group the children. Groups must remain flexible throughout the school year.

The lessons in this guide are not set up to cover any specific length of time. Token understanding is never sufficient. Learning does not take place without understanding. For optimum learning, the procedure laid out in these plans should continue for as many consecutive school days as is necessary for individuals in the group to master these patterning sequences. The guide is flexible enough to allow the teacher to move on as the children are ready. Insight into a pattern is not enough. A child must master a language item and be able to produce it spontaneously and automatically in a correct context before he is expected to move on to the next language item. Strict attention must be paid to sound patterns, stress, and intonation, semantics, and syntactic structure.

Oral English is learned best in a relaxed atmosphere in which language flourishes. There should be a happy, wholesome relationship between the teacher and the children and among the children themselves. There should be many dynamic, on-going interests in the room at all times.

There are some basic rules for teaching this program which the writers feel are very important:

1. Always be gentle, patient and understanding, and as relaxed as possible.

2. Structure and sequence are very rigid and no part may be omitted.

3. Always teach correct forms of vocabulary in context.

   a. Vocabulary is important but is not the most important part of this program.

   b. Teach any form of verb you wish to teach in context.

   c. Teach minimal pairs, contrastive drills, etc. in isolation if you wish, but immediately put each word in a known pattern.

4. Always teach structures in a normal utterance.

5. Always allow plenty of time for free talk.

6. Center vocabulary around one topic. Group sentences as to subject interest.

7. Make dialogue such that student associates the word in the way it is usually used.

8. Use substitution drills. Reintroduce vocabulary item many times in all situations and structures in which they can be used.

9. Never teach any vocabulary word or sound in isolation.

10. Function words must be taught in context. Function words are used in English to express relationships or meanings. Authorities say there are some 150 to 300 of these words which must be taught to non-English speakers. Some of those most frequently used are:

    a. Articles or determiners: a, the, an, this, some

    b. Auxiliaries; do, have, be

    c. Prepositions: at, by, for, from, of, on, in, with, etc.

    d. Conjunctions: and, but, until, although, etc.

e. Interrogatives: when, where, etc.

f. Degree words: more, most, very, too

g. Modal: may, might, can, go, should, ought to, must, have to.

Idioms and idiomatic expressions are a part of the English language and must be taught when needed. This will probably be late in the first year when the child understands a great deal of English.

UNIT I

TEACHER SUGGESTIONS

The picture book Phillip and His Family was developed, primarily, as a conversation and vocabulary development guide for children in pre-education and pre-first grades in the Shiprock area. The pictures in this book may be used during the entire year with the oral English program. The writers feel that these pictures will give the child something with which to identify, and thus encourage him to speak more freely. The pictures should also be an asset in helping the child develop his self-concept.

Phillip and His Family is organized in unit form, but the teacher may use individual pictures from any unit, at any time she feels that the picture will implement her oral English presentation. These pictures should be used for general talking practice, and may be reused at any time a particular need arises. For example, the pictures in Unit I are concerned with a day at school. These may be used with objects within each picture isolated to fit a given sentence pattern. They may be reused to teach plurals, such concepts as happy, warm, and cold, and verb forms.

LESSON PLAN UNIT

UNIT I

Expected Outcomes

1. Ability to follow simple directions.
2. Ability to say own name.
3. Ability to identify objects and personnel found in and around school.

Vocabulary

1. This, is, a, the, yes, an, my, name.
2. Names of items found in and around school, which the child must learn to be able to function satisfactorily in the classroom; e.g., desk, chair, table, door, window, pencil, eraser, chalk, bell, principal, custodian, cook, nurse, and types of playground equipment.

Structures used in Unit One:

1. MY NAME IS _____.
2. THIS IS A _____.
3. THIS IS THE _____.
4. THIS IS _____.
5. THIS IS AN _____.
6. IS THIS A _____?
7. YES, THIS IS A _____.
8. WHAT IS THIS?

UNIT I, LESSON I

Speech Objectives	Preparation and Procedure
1. Sentence patterns New: My name is _____; or My name's _____. This is a _____.	Teacher: My name is _____. What is your name? Student: My name is _____. Teacher: Good morning (student's name). Teacher: This is a (pencil). (Repeat two or three times.) All students: This is a (pencil). Teacher: This is a (pencil). All students: This is a (pencil). Repeat this sentence pattern and procedure to identify objects in the classroom. Objects presented for identification may be those which the teacher feels are most important at this time. These objects should be collected before the class period and should be placed so that the students can handle them.
2. Instructional English New: Good morning(child's name). Good-bye	Instructional English will, at first, be used by the

Speech Objectives	Preparation and Procedure
	teacher and understood by the student. Students will begin to repeat this in a very short time. This instructional English should be taught informally, and always in context.
3. Directions (To be used by the teacher and understood by the student.) Stand up, please. Sit down, please.	Demonstrate these commands, if necessary, for student comprehension.
4. Routines (To be used by the teacher and understood by the student.) I wash my hands. I dry my hands. It's time to go to lunch.	Identify objects in the bathroom. Demonstrate how to wash and dry hands. Take students on tour of the building. Point out and name objects which students will need to learn at this time. Demonstrate procedure for washing hands, getting in line and going to lunch. These sentences shall be taught for comprehension only.
5. Related Activities: Informal Situation: Permit students to look at picture books,	Begin teaching students how to play quietly. Give guidance in handling of materials with which the students

Speech Objectives	Preparation and Procedure
work with clay, play with toys or to participate in activities of their choice.	may not be familiar. Begin teaching students to return things to their proper place.
Enrichment Activities:	
Music:	
Good Morning	Teach "Good Morning" song. Teacher may use version of her choice.
Art:	
Free hand art.	Give students art material: pencil, crayons, paper and scissors. Identify these items informally as they are given to the students. Let the students experiment with these materials, but give directions as they are needed.

UNIT I, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence patterns New: This _____. Review: My name is _____. This is a _____. (Use slides for review. Ask question; "What is this?")	Refer to teaching procedure used in Lesson 1. Review names of objects taught in Lesson 1, present names of different objects, those which the teacher feels are most important. Students should respond in sentence patterns: This is a _____. This is_____.
2. Instructional English (to be used by the teacher and understood by the student). New: Please Thank you May I go to the restroom? Review: Good morning Good-bye	Teacher may wish to begin teaching these expressions during snack time. These expressions should be taught and used in context. Teach informally when the need for this question arises. Refer to teaching procedure in Lesson 1.

Speech Objectives	Preparation and Procedure
3. Directions New: Get in line. Go back to your table. Review: Stand up, please. Sit down, please.	Demonstrate and repeat as necessary for comprehension
4. Routines Repeat bathroom procedure. Repeat sentences: This is a sink This is a towel. This is a toilet. This is a faucet.	Students may now begin to repeat these sentences which are patterned by the teacher. Continue to demonstrate, if necessary, for comprehension. Check comprehension by using question, "What is this?"
Repeat lunch time procedure Repeat sentence: It's time to go to lunch	Teacher may need to review names of eating utensils before getting in line. Repeat instructions as necessary.

Speech Objectives	Preparation and Procedure
5. Related Activities Enrichment Activities Music: Action Parody (sung to tune of Here We Go Round the Mulberry Bush.) This is the way we all stand up. We all stand up, we all stand up. This is the way we all stand up. When we go to lunch. This is the way we all sit down. We all sit down, we all sit down. This is the way we all sit down. When we are at school.	

UNIT I, LESSON 3

Speech Objectives	Preparation and Procedure
1. Sentence patterns New: This is the _____. What is this? Review: My name is_____. This is a _____. This is _____.	Use this sentence pattern to continue identification of objects in the classroom, and around the school, which the students need to learn at this time. New vocabulary words may be added with these sentence patterns after review vocabulary has been presented. Review all items taught so far and check comprehension. Example, "What is this?" Response must follow the exact sentence pattern,"This is a _____",(At this time start checking students so that you may begin to put them in groups).
2. Instructional English Review: Good morning Good-bye Please	Review example: Teacher: What do we say when we get to school? Student: Good morning. Teacher: What do we say when we go home?

Speech Objectives	Preparation and Procedure
2. Instructional English (cont'd)	
Thank you	Student: Good bye.
3. Directions	
New:	To be taught for comprehension. Student will
Pick up your chair.	not need to repeat this in a formal situation.
Review:	
Stand up, please	
Sit down, please.	
Get in line.	
Go back to your table.	
4. Routine	Continue as on preceding days. Be very care-
Repeat bathroom procedure	ful to limit the English you use, and be sure
	to repeat the exact sentence patterns eac time.
	Example: Teacher, "What is this?" (Point to or
	touch object.) Student, "This is a (towel,etc.)."

Speech Objectives	Preparation and Procedure
5. Related Activities Enrichment: Music: We're Marching All Around (Tune of Farmer in the Dell) We're marching all around, We're marching all around, Heigh-ho the merry-o We're marching all around. We're marching to our chairs. We're standing by our chairs. We're sitting in our chairs.	
6. Drills Minimal pair drills: pin/pen; pit/pet; ear/air; pig/peg; big/beg	Teacher pronounces one pair at a time. Group and individuals repeat after teacher. Listen for mispronunciation, correcting by example. Watch individuals for correct use of lips, tongue, and teeth in formation of words.

Speech Objectives	Preparation and Procedure
1. Sentence patterns New: Is this a _____? Is this the _____? Is this _____? Yes, this is a _____. Yes, this is the_____. Yes, this is _____.	Ask for response by rows, by boys, by girls and by individuals, if any are ready for individual response. As this exercise is begun, try to ask only those individuals who you feel sure will respond fairly readily.
Review: My name is _____. This is a _____. This is _____. This is the _____. What is this?	Refer to teaching procedure above. Use slides for this review instead of the actual objects which have been used in previous lessons.
2. Instructional English Review: Good morning Good-bye	Continue to use in context.

Speech Objectives	Preparation and Procedure
2. Instructional English (cont'd) Review: Please Thank you	Continue to use in context.
3. Directions Review: All directions that have been taught to this time.	Review directions in context. Ask for response by groups and individuals.
4. Routines Review bathroom procedure Review lunch procedure	Repeat questions asked previously. Try to get individual response.
5. Related Activities Games: Carpenter Game Put a picture of a large colored house on the bulletin board. The house is finished except for the roof. Pupils have pictures	Teacher may vary this game by using a tree and apples or a clown with balloons.

Speech Objectives	Preparation and Procedure
5, Related Activities Games: (cont'd) of objects with which they are acquainted pasted on brown cardboard shingles. When a student identifies his picture, in correct sentence pattern, he places his shingle on the roof. The object is to finish the house.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns New: This is an _____. Review: All patterns previously taught.	Follow the same procedure as used in previous lesson . For this review, use the objects with which the students seem the least familiar. Work for more individual response. Check responses carefully, with the thought of grouping in mind. Be sure individuals can respond correctly to the question, "What is this?" Do not try to force an answer. If an individual does not respond readily, go quickly back to class response.
2. Instructional English Review: All instructions previously taught.	Use during the day, in context only.
3. School Day Routines Proceed as in previous lessons.	Discuss going to lunch, restrooms, etc. Try to obtain individual response to check for comprehension.

Speech Objectives	Preparation and Procedure
4. Related Activities Informal situations; Permit students to participate in activities of their choice.	Use this time to listen to and evaluate students in informal situations. At this time, make tentative plans to divide students into groups.
5. Drills: Minimal pair drills: hip/heap; lip/leap/ ship/sheep ill/eel/ is/ease.	Follow minimal pair drill instructions given in lesson three.

SAMPLE VOCABULARY

Vocabulary for use with sentence pattern, "This is a _____." This vocabulary may not include all the items found in individual classrooms. Each teacher must add these items to the vocabulary as necessary, but she must be sure that these additions fit the given sentence patterns.

ball
bat
bell
block
bookcase
broom
brush
bus
cabinet
calendar
car
chair
chalkboard
clock
coatrack
comb
cookie
cot
crayon
cupboard
desk
dish
door
door knob
faucet
fence
flag
fork
gate
hand
hook
knife
light
light switch
merry-go-round
mirror
napkin
pencil
pencil sharpener
piano
picture
plant
plate
puzzle
record player
refrigerator
rocking chair
rug
saucer
sidewalk
sink
slide
spoon
stove
swing
table
telephone
towel
tray
truck
wastebasket
water fountain
window

SAMPLE VOCABULARY

Vocabulary for use with sentence pattern,"This is an _____ _." Teacher may add items to this vocabulary that fit the sentence pattern.

apple easel eraser Indian orange oven umbrella

Vocabulary for use with sentence pattern, "This is _____."

chalk good grass paper paste pretty soap water

Also use names of school staff.

Vocabulary for use with sentence pattern, "This is the _____."

aquarium
bus driver
classroom
cook
eraser
floor
hall
janitor
kitchen
light
lunch room
nurse
office
playground
principal
restroom
school
secretary
sidewalk
slide
teacher
toilet
toilet seat

UNIT II

TEACHER SUGGESTIONS

There are few suggestions for enrichment activities included in this or any of the following units. Included, instead, is a list of materials which are readily available. Most teachers have their own materials such as song, art work, and finger plays, which they may prefer to use with this program. It is felt that by omitting these suggestions a teacher may present a more creative and innovative program. The only parts of this oral English program which are rigid are the sentence patterning and sequence of presentation of these patterns. Situational English should be used whenever possible in the given structure.

Creativity may be stifled if a child is permitted to use only vocabulary in structure as presented in this program. It is therefore recommended that the child be encouraged to substitute his own vocabulary within the structure of the sentence.

No more specific directional English nor instructional English will be included in the Lesson Plan Units. Teachers should teach these directions and instructions as the need for them arises.

LESSON PLAN UNIT

UNIT II

Expected Outcomes

1. Ability to use contraction it's correctly.
2. Ability to ask and answer simple questions correctly.
3. Ability to identify objects and people found in and around the home.
4. Ability to start using correct pronouns (gender and number).
5. Ability to begin using negatives correctly.

Vocabulary

1. No, it, it's, what, am, I, he, she, we, you, are, they, these, those, not, isn't, aren't.
2. Color names, big, little.

Structures Used in Unit II

1. IT'S A _____.
2. IS IT A _____? YES, IT IS A _____.
3. WHAT IS IT? IT'S A _____.
4. IS IT THE _____? YES, IT IS. IT'S THE _____.
5. (CHILD'S NAME) IS A BOY.
6. HE IS A BOY.
7. (CHILD'S NAME) IS A GIRL.
8. SHE IS A GIRL.

9. IS (BOY'S NAME) A BOY? YES, _____IS A BOY.

10. IS (BOY'S NAME) A GIRL? NO, _____IS NOT A GIRL. _____IS A BOY.

11. IS (GIRL'S NAME) A GIRL? YES, _____IS A GIRL.

12. IS (GIRL'S NAME) A BOY? NO, _____IS NOT A BOY. _____IS A GIRL.

13. I AM A BOY.

14. ARE YOU A BOY? YES, I AM A BOY.

15. ARE YOU A GIRL? NO, I AM NOT A GIRL. I AM A BOY.

16. I AM A GIRL.

17. ARE YOU A GIRL? YES, I AM A GIRL.

18. ARE YOU A BOY? NO, I AM NOT A BOY. I AM A GIRL.

19. YOU ARE A BOY.

20. YOU ARE A GIRL.

21. YOU ARE BOYS,

22. YOU ARE GIRLS.

23. WE ARE BOYS.

24. WE ARE GIRLS.

25. ARE YOU BOYS? YES, WE ARE BOYS.

26. ARE YOU GIRLS? NO, WE ARE NOT GIRLS. WE ARE BOYS.

27. ARE YOU GIRLS? YES, WE ARE GIRLS.

28. ARE YOU BOYS? NO, WE ARE NOT BOYS. WE ARE GIRLS.

29. THEY ARE BOYS.

30. THEY ARE GIRLS.

31. ARE THEY BOYS? YES, THEY ARE BOYS.

32. ARE THEY GIRLS? NO, THEY AREN'T GIRLS. THEY ARE BOYS.

33. ARE THEY GIRLS? YES, THEY ARE GIRLS.

34. ARE THEY BOYS? NO, THEY AREN'T BOYS. THEY ARE GIRLS.

35. THESE ARE BOYS.

36. THESE ARE GIRLS.

37. ARE THESE BOYS? YES, THESE ARE BOYS.

38. ARE THESE GIRLS? NO, THESE AREN'T GIRLS. THESE ARE BOYS.

39. ARE THESE GIRLS? YES, THESE ARE GIRLS.

40. ARE THESE BOYS? NO, THESE AREN'T BOYS. THESE ARE GIRLS.

(Use the word <u>those</u> in the six sentences immediately above. Keep the same structure and sequence in teaching.)

All these sentence patterns may be expanded with the words big and little.

Use pronoun substitutions in the sentences where they may be applicable.

UNIT II, LESSON 1

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: This is a/the/an _____. What is this? Is this a _____? New: It's a _____. What is it?	Review patterns and vocabulary from Unit I. Reteach as needed. Present new pattern: It's a _____. Have a group of like objects, e.g., pencils, available. Take one in your hand, give one to each child. Hold up the object and say, "It's a pencil." Check comprehension. Make statement again and have students repeat. Example: Teacher: (holding pencil) It's a pencil. Student: (each holding up pencil) It's a pencil. Teacher: (holding crayon) It's a crayon. Students: (each holding up crayon) It's a crayon. Try for individual response. Hold up an object and

Speech Objectives	Preparation and Procedure
	Check Comprehension (cont'd) have student make a statement. Teacher: (holding up object) Calls on 1st student. 1st Student: It's a crayon. 2nd Student: It's a crayon. 3rd Student: It's a crayon. Continue until all students have been given a chance to answer. When practice on this statement has been completed, introduce question, "What is it?" Example: Teacher: (holding up object) What is it? Student: It's a _____. Have student hold up an object and ask, "What is it?" Other students: It's a _____. Have group hold up like objects and ask,"What is it?"
2. Drills	

UNIT II, LESSON 1

Speech Objectives	Preparation and Procedure
Minimal Pair drills: pet/pat; net/gnat; head/had; said/sad; bed/had	Proceed with minimal pair drills as Unit 1, Lesson 3.

UNIT II, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: It's a _____. What is it? New: It is a _____. Yes, it's a _____.	Review the patterns of Lesson 1. Make sure that students comprehend conversation before moving on to the new patterns. Teacher presents question, "Is it a _____?," holding an object in her hand. Class repeats, "Is it a _____?" Introduce statement, "Yes, it's a _____." Continue lesson, following procedure outlined in Lesson 1 of this unit.
2. Drills Drill: Voiced /th/ Mother, father, brother, other, the, this, that, there, those, these, than, together, gather.	These words may be drilled in isolation. Immediately after the student pronounces each word, use the word in proper context.

UNIT II, LESSON 3

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: This is a (pear). This is an (apple). This is (soap). This is the (aquarium). It's a _____. What is it? New: Is it the _____? Yes, it is. It's the _____. What color is this? This color is _____.	For the first time, mix these sentences for the children. Watch closely to see that students are using the correct article before the vocabulary word. Review lesson 2. Check comprehension and reteach. Continue to reteach until students have learned this pattern, then go into Lesson 3.
2. Drill Review voiced /th/ words.	Use same procedure as in previous lessons. Use colored paper or colored objects to demonstrate color. Do not let students call a crayon a color. Hold object in your hand and let students handle objects. Start expanding other sentences with use of colors. Example: Teacher: It's a red pencil. Student: It's a red pencil.

UNIT II, LESSON 4

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: It's a _____pencil. New: It's a big pencil. It's a little pencil. Is it a big pencil? Yes, it's a big pencil. No, it isn't a big pencil.	Use colors and objects in review patterns. Introduce concept of big and little. Use big and little objects to teach size. In all following oral work continue to use colors, and big and little. Integrate these patterns with all other class work as much as possible.
2. Drills Minimal pair drills: men/mane; pen/pain/ ill/ail/ em/aim.	
3. Related Activities Music: Color Song I see something yellow, yellow, yellow. I see something yellow. Guess where it can be?	

UNIT II, LESSON 5

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: It's a big, red pencil. What is it? New: John is a boy. He is a boy. Jane is a girl. She is a girl. 2. Drills Minimal pair drill: pat/pot; cat/cot; gnat/not; shack/shock/ rat/rot.	Review and reteach. This is an opportunity to re-present all structures and vocabulary previously presented which can be used with the names of the colors, and with big and little. This lesson may take five to ten days to teach and reteach. Children must see the relationship of the adjectives to the noun modified. Make this personal learning experience. Emphasize pronouns <u>he</u> and <u>she</u> by using students in the classroom to demonstrate.

UNIT II, LESSON 6

Speech Objectives	Preparation and Procedure
2. Related Activities (cont'd) Where is brother? Where is sister? Where is baby?	Use fingers to represent members of the family.

UNIT II, LESSON 6

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: John is a boy He is a boy. Jane is a girl. She is a girl. New: Is John a boy? Yes, John is a boy. Is John a girl? No, John isn't a girl. He's a boy. Repeat above, using a girl's name. Minimal pair drills: Caught/cot; naughty/knotty; or/are; for/far	Review sentence patterns, then immediately go into new sentence patterns.
2. Related Activities Finger Game Parody (sung to tune, "Where is Thumbkin?") Where is mother? Where is father?	Use fingers to represent members of the family.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Is John a boy? Yes, John is a boy. Is John a girl? No, John isn't a girl, he's a boy. Review same pattern using girl's name. New: I am a boy. Are you a boy? Yes, I am a boy. Are you a girl? No, I am not a girl I am a boy. I am a girl. Continue same patterns as used for boy. 2. Review minimal pairs students are weakest in.	Check for comprehension. Watch for confusion of gender. Continue to repeat this lesson until students know when to use he and when to use she. When they have learned this, go directly into Lesson 7. Have each child repeat sentence which fits (girl/boy).

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: I am a boy. Are you a boy? Yes, I am a boy. Are you a girl? No, I am not a girl. I am a boy. Repeat above structure for girls. New: You are a boy. You are a girl. You are boys. You are girls. We are boys. We are girls. 2. Drills Final /n/ moon; spoon; tune; soon; noon; coon; boon.	Be sure that students comprehend this review before moving into lesson 8. Group boys and girls for presentation of plurals. Indicate groups by hand motions while saying, "You are girls/boys." Listen for omission of final /s/.

UNIT II. LESSON 9

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: You are a boy. You are a girl. You are boys. You are girls. We are boys. We are girls. New: Are you boys? Yes, we are boys. Are you girls? No, we are not girls. We are boys. Are you girls? Yes, we are girls. Are you boys? No, we are not boys. We are girls.	Review and reteach until students have mastered these concepts.
2. Drills Minimal pair drills: nut/not; hut/hot; shut/shot; cut/cot; rut/rot.	Integrate these questions with lesson 8. Check closely for comprehension. Continue to check the final /s/ sound.

UNIT II, LESSON 10

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Are you boys? Yes, we are boys. Are you girls? No, we are not girls. We are boys. Are you girls? Yes, we are girls. Are you boys? No, we are not boys. We are girls. New: They are boys. They are girls. Are they boys? Yes, they are boys. Continue as in previous lessons.	Review as in previous lessons. Isolate groups in different areas of the room to help teach the concept of we and they. Check carefully for comprehension during the entire presentation.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: They are boys. They are girls. Are they boys? Yes, they are boys. Are they girls? No, they are not girls. They are boys. Continue same pattern for girls. This is/a/an/the/-/ _____. New: These are boys. These are girls. Are these boys? Yes, these are boys. Are these girls? No, these are not girls. These are boys. Repeat above for girls. 2. Drills No drill for this lesson. Review previous drills as needed.	After reviewing lesson 10, pick up the pattern; This is a/an/the/-/ _____ and review known vocabulary. Follow teaching procedure in lesson 10. Present new pattern using <u>these</u>.

UNIT II, LESSON 12

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: These are boys. These are girls. Are these boys? Yes, these are boys. Are these girls? No, these are not girls. These are boys. Repeat above for girls. New: Those are boys. Those are girls. Are those boys? Yes, those are boys. Are those girls? No, those are not girls. Those are boys. Repeat pattern for girls 2. Drills Minimal pair drills: stun/stone; dove/dove; nut/note; hum/home; bun/bone.	Review as in lesson 11. Present the same as lesson 11. Check for comprehension of <u>these</u> and <u>those</u>.

UNIT III

TEACHER SUGGESTIONS

The concept of an adjective as a modifier is hard for the speaker of Navajo to grasp. According to Robert Young there are no adjectives in the Navajo language. Adjectives are in the form of verbs. An example of this is:

English: It is red.

Navajo: It reds.

Watch carefully for the difficulty this presents to the Navajo child.

Negative questions are introduced in this unit and should be continued throughout the year. Teach the children the accepted English answer to a negatively posed question. It is very difficult for the Navajo child to learn to use the accepted answer.

Example: Teacher: "Didn't Mary get on the bus today?"

Navajo child: "Yes. (Implied) She didn't get on the bus today."

Acceptable answer: "No, Mary didn't get on the bus."

Second-order statements are introduced for the first time in this unit. A second-order statement is one used to modify some aspect of the concept that has been mastered.

Example: This dog is black

The first part of the statement, "This dog", serves as an identity holder. The second part of the statement tells something about the first part. "This dog is black" is not equivalent to"This is a

black dog." The second-order statement is infinitely expandable.

Example:

This dog is black. This black dog is old. This old black dog is running across the field.

This old black dog that is running across the field is chasing a rabbit.

The first-order statement form and the second order statement form constitute the basic teaching language. All of the basic concepts may be taught by using them.

LESSON PLAN UNIT

UNIT III

Expected Outcomes

1. Ability to understand and use prepositions and prepositional phrases.
2. Ability to expand known patterns by using adjectives.
3. Ability to ask and answer negative questions correctly.
4. Ability to make own sentences using known patterns with new adjectives.

Vocabulary:

where, in, on, under, over, at, up, down, in front of, in back of, before, behind, between, warm, hot, cold, sleepy, happy, thirsty, funny, busy, quiet, noisy, hungry, sock, clean, dirty, long, short, new, old, fast, slow, wild, tired.

Structures used in Unit III:

1. THE (PENCIL) IS IN THE (BOX).
2. THE (PENCIL) IS ON THE (FLOOR).
3. THE (PENCIL) IS UNDER THE(TABLE).
4. THE (FLAG) IS OVER THE (CHALKBOARD).
5. THE (CABINET) IS OVER THE (SINK).
6. THE (BOY) IS AT THE (STORE).
7. THE (BOY) WENT UP THE (HILL).
8. THE (BOY) WENT DOWN THE (HILL).

) WHERE IS THE _____?

9. THE (BUS) IS IN FRONT OF THE (SCHOOL).

10. THE (PLAYGROUND) IS IN BACK OF THE (SCHOOL).

11. THE (GIRL) IS BEHIND THE (DOOR).

12. (MARY) IS BETWEEN (JANE) AND (SUSIE).

13. THE (BABY) IS (COLD).

14. THE (BOY) IS (HUNGRY).

15. THE (GIRL) IS (SLEEPY).

16. THE (DOG) IS (THIRSTY).

Continue using adjectives, being sure to keep the above structure.

17. ISN'T THIS A BLACK DOG? NO, IT ISN'T A BLACK DOG. IT'S A WHITE DOG.

18. ISN'T THE BALL UNDER THE TABLE? NO, IT ISN'T UNDER THE TABLE. IT'S ON THE TABLE.

19. ISN'T MARY AT SCHOOL? NO, MARY ISN'T AT SCHOOL. SHE'S AT HOME.

Use plurals with the above structures.

UNIT III, LESSON 1

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: What is this? This is a <u>big, red pencil.</u> This is a box. New: The pencil is <u>in the box</u>. The pencil is <u>on the box</u>. Where is the pencil?	Review sentence patterns from Unit I, using different vocabulary items. Teach <u>in</u> and <u>on</u> by using any given set of objects. Suggestion: A box and a pencil. Place the pencil in the box and say, "The pencil is <u>in</u> the box." Have students observe the procedure and repeat the sentence. Lay the pencil on the box and repeat above procedure. Check comprehension by asking, "Where is the pencil?"
2. Drills: Review drills presented in Unit II as needed. New drills: /squ/ squaw/ squirrel/ squash/ squeal/ squint/ squeeze/	

UNIT III, LESSON 1

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: What is this? This is a <u>big, red pencil.</u> This is a box. New: The pencil is <u>in the box</u>. The pencil is <u>on the box</u>. Where is the pencil?	Review sentence patterns from Unit I, using different vocabulary items. Teach <u>in</u> and <u>on</u> by using any given set of objects. Suggestion: A box and a pencil. Place the pencil in the box and say, "The pencil is <u>in</u> the box." Have students observe the procedure and repeat the sentence. Lay the pencil on the box and repeat above procedure. Check comprehension by asking, "Where is the pencil?"
2. Drills: Review drills presented in Unit II as needed. New drills: /squ/ squaw/ squirrel/ squash/ squeal/ squint/ squeeze/	

Speech Objectives	Preparation and Procedure
square/ squat/ squid/ squawk/ squiggle/ squirt/ squish/ squirm 3. Related Activities Teach nursery rhyme: Little Miss Muffet	

UNIT III, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: The (pencil) is in the box.	Review lesson 1, checking comprehension carefully. Use as many examples as possible for in and on. As soon as this concept is mastered, go on to lesson 2.
New: The pencil is under the box. The pencil is over the box. The flag is over the chalkboard. The cabinet is over the sink.	Be sure that students do not confuse on and over. Again, use as many objects and examples as possible.
2. Drills: Review drills with which students are having trouble. Drills: Initial /p/- /b/ bill/pill; bull/pull; ban/pan; bin/pin; butt/putt; bale/gale; bun/pun; big/pig; bush/push.	

UNIT III, LESSON 3

Speech Objectives	Preparation and Procedure
1. Sentence Patterns	
Review:	
The (pencil) is in the box.	Review patterns for in, on, under, and over.
The (pencil) is on the box.	Check comprehension and reteach as needed.
The (pencil) is under the box.	
The (pencil) is over the box.	
Where is the pencil?	
New:	
(Mother) is at home.	Ask question, "Where is Mother?"
The (boy) is at the store.	Response should be made using at. Continue to use this same pattern, but insert different vocabulary items.
2. Drills:	
Minimal pair drills:	
bull/ball; foot/sought; pull/Paul; could/cawed	

UNIT III, LESSON 4

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Mother is at home. These are boys. Those are girls. Where is Mother?	Review patterns given. Sentences may now be expanded with known vocabulary.
New: The (boy) went up the hill. The (boy) went down the hill.	Teach concepts of up and down. Demonstrate these concepts so that students are able to comprehend the difference in them.
2. Drills: Review any drills with which the students may be having difficulty. Drill: Final /p/ - /b/ mob/mop; lab/lap; tab/tap; rib/rip	
3. Related activities Teach nursery rhyme: Jack and Jill.	

UNIT III, LESSON 5

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: The boy went up the hill. Tthe boy went down the hill. New: The (bus) is in front of the school. The (playground) is in back of the school. The (girl) is behind the door.	Review as given. Continue to use demonstrations if necessary for comprehension. Present new patterns involving the students in demonstrating these phrases.
2. Drills: Minimal pair drills should/showed; pull/pole; could/code; good/goad	
3. Related activities Teach nursery rhyme: Little Bo-Peep	

UNIT III, LESSON 6

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Review <u>in</u>, <u>on</u>, <u>under</u>, <u>over</u>, using pattern, "The _____ is _____ the _____. New: Mary is <u>between</u> Jane and Susie.	Review prepositions presented so far, using examples and student involvement. Present new pattern, paying special attention to and demonstrating the concept of between. Note and carefully teach the concept of <u>and</u> as presented in this sentence.
2. Drills: Review drills as needed - those with which the students may be having difficulties.	

Speech Objective	Preparation and Procedure
1. Sentence patterns Review: Continue review of prepositions and prepositional phrases. Be sure the same sentence structure is maintained. Mary is <u>between</u> Jane and Susie.	Follow review suggestions in Lesson 6. Reteach as necessary.
New: Adjectives Example: The baby is <u>cold</u>. The boy is <u>hungry</u>. The girl is <u>sleepy</u>. The dog is <u>thirsty</u>.	Present new pattern using adjectives. Note the secondary sentence construction. Keep this pattern while introducing adjectives. No set number of new adjectives need be presented at one time. Be very careful not to present so many that the students become confused. Use pictures to illustrate feelings. Example, Unit II, Picture 1 of Phillip and His Family, will illustrate <u>sleepy.</u> This lesson should cover many days work. Let students expand, using their own concepts,

Speech Objectives	Preparation and Procedure
	but keep the same sentence structure. If students are ready, permit them to use sentences such as the following: "The little baby is hungry and cold." Do not present this as a pattern, but permit its usage if the child creates a sentence of this kind.
2. Drills Review drills as needed.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: What is this? This is a _____. What are these? These are _____. New: Isn't this a black dog? No, it isn't a black dog. It's a white dog. Aren't these yellow pencils? No, they aren't yellow pencils. They are white pencils. Isn't Mary here? No, Mary isn't here. 2. Drills: Minimal pair drills: should/showed; pull/pool; could/cooed; stood/stewed.	Review for comprehension and expansion. Present the negative questions in the new patterns. Check answers carefully. Emphasize the answer because the Navajo speaker has a lot of difficulty making the accepted response. Work on this throughout the entire school day. This lesson will need to be reviewed <u>every</u> day until the child learns to respond automatically in the accepted manner. This lesson should be presented to the entire class during talking time. The vocabulary should be changed, but the sentence structure should be kept the same.

UNIT III, REVIEW ACTIVITIES

Review Sentence Patterns	Examples
Lesson 1	
The _____is in the _____.	The pencil is in the box.
The _____is on the _____.	The pencil is on the box.
Lesson 2	
The _____is over the ____.	The pencil is over the box.
The _____is under the _____.	The pencil is under the box.
Lesson 3	
The _____is at _____.	The boy is at the store.
Lesson 4	
The _____went up the _____.	The boy went up the hill.
The _____went down the _____.	The girl went down the hill.
Lesson 5	
The _____is in front of the _____.	The bus is in front of the school.
The _____is in back of the _____.	The playground is in back of the school.
The _____is behind the _____.	The girl is behind the door.

Review Sentence Patterns	Examples
Lesson 6	
_____is between _____and _____.	Dick is between Jane and Sally.
Lesson 7	
The _____is _____.	The baby is cold. hungry thristy. tired, etc.
Lesson 8	
Isn't this a _____ _____?	Isn't this a black dog? No, it isn't a black dog. It's a white dog.
No, it isn't a _____ _____. It's a _____ _____.	
Aren't these _____ _____? No, they aren't _____ _____. They are _____ _____.	Aren't these yellow pencils? No, they aren't yellow pencils. They are white pencils.

UNIT IV

TEACHER SUGGESTIONS

Navajo speakers of all ages have great difficulty in distinguishing gender in pronouns when speaking English. The Navajo pronoun does not distinguish gender, nor does it distinguish between plural and singular in the third person. The Navajo language has a word which translates, "my sibling of the same sex as myself". The same word is used to denote male or female, depending upon the sex of the speaker. A great deal of work must be done in this area to help the Navajo child learn the gender of words as used in the English language.

LESSON PLAN UNIT

UNIT IV

Expected outcomes

Ability to use a variety of pronouns.

Ability to use want, need, and some.

Ability to use see, look, give, gave, has, have.

Ability to become more proficient in using negatives and answering negative questions.

Vocabulary

1. mine, your(s), our(s), their(s), my, his her(s).

2. me, us, them, him, some.

3. want, need, see, look, has, have, do, may, where, give, gave, don't

Structures used in Unit IV.

IT IS MY HAT.

IS IT YOUR HAT? YES, IT IS MY HAT.

IT IS OUR BALL.

IS IT OUR BALL? YES, IT IS OUR BALL.

IS IT HIS PENCIL? YES, IT IS HIS PENCIL.

IS IT HER PENCIL? NO, IT ISN'T HER PENCIL. IT'S HIS PENCIL.

IS IT YOURS? YES, IT'S MINE.

IS IT YOURS? NO, IT ISN'T MINE. IT'S HIS.

IS IT THEIR BALL? YES, IT'S THEIR BALL.

IS IT THEIR BALL? NO, IT ISN'T THEIR BALL. IT'S OUR BALL.

I SEE A PENCIL. DO YOU SEE A PENCIL? YES, I SEE A PENCIL.

WHAT DO YOU SEE? I SEE A PENCIL.

LOOK AT THE PICTURE. WHAT DO YOU SEE?

I SEE A _____.

DO YOU NEED A PENCIL? YES, I NEED A PENCIL.

DO YOU NEED A PENCIL? NO, I DON'T NEED A PENCIL.

DO YOU WANT A DRINK? YES, I WANT A DRINK.

DO YOU WANT SOME PAPER? YES, I WANT SOME PAPER.

MAY I HAVE SOME CLAY? YES, YOU MAY HAVE SOME CLAY.

HE HAS SOME CLAY.

SHE HAS A PENCIL.

GIVE ME THE PENCIL. SHE GAVE IT TO HIM.

GIVE IT TO THEM.

SHE GAVE IT TO US.

UNIT IV, LESSON 1

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: Isn't this a <u>blue pencil</u>? No, it isn't a <u>blue pencil</u>. It's a <u>red pencil</u>, etc. New: It is <u>my hat</u>. Is it <u>your hat</u>? Yes, it's <u>my hat</u>. Is it <u>your hat</u>? No, it isn't <u>my hat</u>.	Give much review on negative questions and the answers. Check closely for comprehension and correct answer patterns. Present today's lesson by using a personal item. Check often for comprehension of <u>my</u> and <u>your</u>. The pronoun <u>it</u> may be changed to <u>this</u>, but be sure that students are aware of this change and also use the word. Emphasize <u>my</u> and <u>your</u>, not <u>it</u> or <u>this</u>.
2. Drills: Drill: dr/cluster-initial drum/draw/drink/drag/dragon/dread/dress/ dribble/drift/dry/drill/drug/drip	

UNIT IV, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: It/This is <u>my</u> hat. Is it/this your hat? No, it isn't my hat. New: It/This is <u>our</u> ball. Is it/this <u>our</u> ball? Yes, it/this is <u>our</u> ball. Isn't it/this <u>our</u> ball? No, it isn't <u>our</u> ball.	Review <u>my</u> and <u>your</u> in correct context. These sentences may be expanded. Example: This is <u>my</u> big, blue hat. <u>Keep basic structure.</u> Present same structure using the pronoun <u>our</u>. Change the vocabulary for variety.
2. Drills Review drills as needed. Minimal pair drills: hole/howl; oat/out; goat/gout; a boat/about.	

UNIT IV, LESSON 3

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: This is my _____. Is it your _____? This is our _____. Is this our _____? Isn't this our _____? New: It is <u>his</u> pencil. It is <u>her</u> pencil. Is it <u>his</u> pencil? Yes, it's <u>his</u> pencil. Is it <u>her</u> pencil? No, it isn't <u>her</u> pencil. It's <u>his</u> pencil. Isn't it <u>her</u> pencil? No, it isn't <u>her</u> pencil. It's <u>his</u> pencil. 2. Drills: Review drills in which students are the weakest	Review <u>my</u>, <u>your</u> and <u>our</u> in context given. Check comprehension often. Present sentences using pronouns <u>his</u> and <u>her</u>. Check carefully to see if students are understanding gender. Student may point, nod or touch child to whom the object belongs.

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: It is his/her pencil. Is it his/her pencil? New: Is it yours? Yes, it's mine. Is it yours? No, it isn't mine. It's his/hers. Isn't it yours? No, it isn't mine. Is it their ball? Yes, it's their ball. Is it theirs? Yes, it's theirs. Isn't it theirs? No, it isn't theirs. It's ours.	Review his - her sentences and reteach if necessary. Note that new presentation allows a short answer. If this seems to confuse the child, return to long response and try for short response some time later. Students must be taught when to add the /s/ and when to omit it by correct patterning.
2. Drills Minimal pair drills: crotch/crouch; pot/pout; lot/lout; got/gout; trot/trout; rot/rout.	

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: This is my/our/your/his/her _____. Is it ours/yours/theirs?	Review possessive pronouns and reteach as necessary.
New: I <u>see</u> a pencil. Do you <u>see</u> a pencil? Yes, I <u>see</u> a pencil. What do you <u>see</u>? I <u>see</u> a pencil. <u>Look</u> at the picture. What do you <u>see</u>?	Present new patterns, emphasizing the difference between <u>look</u> and <u>see</u>. Have one student hold a picture and say, "Look at the picture." Student looking at the picture must answer, "I see ___ _____."
2. Drills Review and reteach drills in which students are weakest.	

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: Look at the _____. What do you see? I see _____. New: Do you <u>need</u> a pencil? Yes, I <u>need</u> a pencil. No, I don't <u>need</u> a pencil. Do you <u>want</u> a drink? Yes, I <u>want</u> a drink. Do you <u>want</u> <u>some</u> cookies? Yes, I <u>want</u> <u>some</u> cookies.	Review <u>look</u> and <u>see</u> in many situations. Have students make own sentences to check comprehension. Watch for incorrect analogies (e.g., I look a pencil, or see at the picture.) Reteach as necessary. Present new patterns. Make a definite distinction between <u>need</u> and <u>want</u>. Present <u>some</u> and help students to see that it is used before mass nouns such as candy, milk, clay, cookies, etc.
2. Drills: Minimal pair drills: moo/mew; fool/fuel; coot/cute; poo/pew; Foo/few.	

UNIT IV, LESSON 7

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Do you need a _____? Yes, I need a _____? Do you want a _____? Do you want some _____? New: May I <u>have</u> <u>some</u> clay? Yes, you may <u>have</u> <u>some</u> clay. I <u>have</u> <u>some</u> clay. He/she has some clay. She <u>has</u> a pencil.	Review patterns for <u>want</u> and <u>need</u>. Check comprehension and reteach if necessary. Present new patterns using <u>have</u> and <u>has</u>. This lesson also contains a review of <u>some</u>. Students must be taught when to use <u>some</u> by patterning. Watch for incorrect analogies with use of the word some; e.g., I want some pencil.
2. Drills: Review drills as needed.	

UNIT IV, LESSON 8

Speech Objectives	Preparation and Procedure
1. Sentence patterns Review: May I have some _____? Yes, you may have some _____? No, you may not have some ____? I have some _____. He/she has some _____.	Review patterns for <u>have</u> and <u>has</u> as needed.
New: <u>Give</u> me the pencil. <u>Give</u> it to him/them/me. She/He <u>gave</u> it to me/them/us/him/her.	Present new patterns. Check for comprehension of <u>give</u> and <u>gave</u>. Have students actually hand an object to the teacher or to another student, and make the correct response.
2. Drills: Minimal pair drills: sign/sane; high/hay; sigh/say; die/day.	

Unit V

Teacher Suggestions

The teaching of verbs is one of the most important and most difficult parts of this program. The Navajo language is verb centered but has no past tense, no verb of being, and no verb to express having or giving. The verbs used in Navajo indicate number, how, and how many. The colors, as well as other adjectives, are expressed in verb form. Since the Navajo is time oriented to the present and there is no past form of the verbs, the English verb forms must be taught carefully and comprehensively. According to Robert Young, there are six modes and four aspects for each Navajo verb. The four aspects are:

1. Quick
2. Continuative
3. Semelfactive (action happening only once)
4. Repetitive

It is easy to see how confused a Navajo child might become with English verb usage.

Most verbs are taught first in the present participle form (ing form). Some of the exceptions are the verbs used when giving directions. These include such verbs as look, listen, see, bring, take, give, put, and color.

Verbs should be taught in the following order:

1. Regular intransitive verbs
2. Irregular intransitive verbs
3. Regular transitive verbs
4. Irregular transitive verbs

(THE PAST TENSES OF ALL IRREGULAR VERBS PRESENTED MUST
(BE MEMORIZED BY ROTE BY THE CHILDREN.

Lesson Plan Unit

Unit V

Expected Outcomes

1. Ability to use here-there, this-that to dencte place of an object.
2. Ability to use verbs in present participle, past, and future forms.
3. Ability to use time expressions correctly.
4. Ability to use frequency adverbs (often, sometimes, never, always, seldom).

Vocabulary

1. WALK, TALK, WORK, LAUGH, HOP, JUMP, DANCE, LOOK, SKIP, SMILE, CRY, LISTEN, SEW.
2. SIT, STAND, SING, GO.
3. NOW, EVERYDAY, MORNING, AFTERNOON, TONIGHT, TODAY, TOMORROW.

Structures used in Unit V

1. HERE IS A BLUE PENCIL.
2. THERE IS A GREEN PENCIL.
3. WHERE IS THE BLUE PENCIL? HERE IT IS.
4. WHERE IS THE GREEN PENCIL? THERE IT IS.
5. THIS IS A LITTLE DOG.
6. THAT IS A BIG DOG.
7. IS THIS A BIG DOG? NO, THAT IS A BIG DOG.
8. THE BOY IS WALKING.

9. WHAT IS THE BOY DOING? THE BOY IS WALKING.

10. THE BOY WALKED.

11. WHAT DID THE BOY DO? THE BOY WALKED.

12. THE BOY WILL WALK.

13. WHAT WILL THE BOY DO? THE BOY WILL WALK.

14. WHAT IS THE MAN DOING?

15. HE (THE MAN) IS WALKING NOW.

16. THE MAN WALKED YESTERDAY.

17. WE WORKED THIS MORNING.

18. WE NEVER THROW ROCKS.

19. SOMETIMES THE BUS IS LATE.

20. WE ALWAYS LINE UP TO GO TO LUNCH.

Continue the above patterns for all verbs listed.

UNIT V, LESSON 1

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Give it to me. Give me the _____. She gave it to me/us/them/you/him.	Present review patterns carefully watching for errors in tense of the verb <u>gave.</u>
New: <u>Here</u> is a blue pencil. <u>There</u> is a green pencil. <u>Where</u> is the blue pencil? <u>Here</u> it is. <u>Where</u> is the green pencil? There it is.	Present new patterns and illustrate by placing objects near and far. Use the children by placing them at various places in the room. Emphasize <u>here</u> and <u>there</u>.
2. Drills: Initial /d/-/t/ dill/till; din/tin; dim/tim; dome/tome; die/tie; dough/toe; do/to; dell/tell.	These words may be presented in isolated pairs for drill work. Since most of these words are unfamiliar to the children, do not try to pattern them.

UNIT V, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence Patterns	
Review:	
<u>Here</u> is a blue pencil.	Review given patterns using known vocabulary.
<u>There</u> is a green pencil.	Check carefully for comprehension of <u>here-there</u>.
Where is the blue pencil? <u>Here</u> it is.	
Where is the green pencil? <u>There</u> it is.	
New:	
<u>This</u> is a little dog.	Present new lesson emphasizing <u>this</u> and <u>that</u>. Use pictures and objects to teach this lesson.
<u>That</u> is a big dog.	
Is <u>this</u> a big dog? No, <u>that</u> is a big dog/	
Isn't <u>that</u> a little dog? No, <u>this</u> is a little dog.	
2. Drills:	
Final /d/-/t/	
lid/lit; nad/not; sad/sat; bid/bit;	
bad/bat; bud/but; rude/root	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Here is a _____. There is a _____. Where is _____? This is a _____. That is a _____. Is this a _____? New: The boy is walking. The girl is talking. The man is working. Joe is jumping. The man is dancing. What is the _____doing? I am _____. 2. Drills: Review drills as needed.	Review patterns listed and check for comprehension. Present new patterns and have children act out the sentences. Be very sure that the words are said while the action is taking place. Present these new patterns for several days in succession. Keep checking comprehension. One child may continue the same activity for a week or as long as teacher feels is necessary. This will make it easier to present past tense. Example: Mary is walking. Mary walked. Note to teacher: Present regular intransitive verbs first.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: What is _____doing? The ____is walking. The _____is talking. Follow the above pattern for all verbs which have been presented. New: What did the boy do? The boy walked. I walked.	Review patterns listed using many verbs. Check comprehension Immediatley after review present the new patterns. Only regular verbs have been presented. If each child has done only one activity for a number of days, have him do it one more time and ask, "What is _____doing?" As soon as he sits down, ask "What did _____do?" Get the correct response in past tense. Continue in this manner. Use almost total student involvement when first presenting lessons 3 and 4. Pictures may be used later. Substitute pronouns for the subject.
2. Drills: Initial /g/ - /k/ gill/kill/quill; gay/kay; gat/cat.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: The _____walked. The _____talked. He walked. She talked.	Review patterns of past tense. Check comprehension.
New: The boy will walk. The _____ will talk. What will _____ do?	Present complete vocabulary of regular intransitive verbs in future tense. Limit the number presented each day.
2. Drills Final /g/ - /k/ hog/hawk; bog/balk; bug/buck; pig/pick; tug/tuck.	Check these final sounds very carefully. Navajo-speaking children have difficulty sounding the final /g/.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: What is he/she doing? What did he/she do? What will he/she do? New: The boy is walking now. The boy walked yesterday. He walked this morning. The boy will walk tomorrow. Is the boy walking? When did the boy walk? When will the boy walk?	Review present, past, and future tenses. Ask the questions many times and check responses. Present new patterns with time concepts. Teach as many time concepts as you feel are needed using the three verb forms taught so far. Be sure that the construction is kept the same. The teacher will ask the "when" questions first and help the children with the responses. Teach the children to ask questions of other children.
2. Drills: Initial /v/ - /f/ vine/fine; vend/fend.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: The boy is walking now. The boy walked yesterday. He walked this morning. The boy will walk tomorrow. New: The girl is sitting. The boy is standing. They are singing. She is going. He is running. What is _____doing?	Review time concept patterns. Present new patterns with irregular verbs. Use same procedure as for regular verbs in lesson 3, Unit V.
2. Drills: Final /v/ - /f/ save/safe; have/half; strive/strife.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns	
Review:	
What is _____ doing?	Review irregular verbs in present participle.
The girl is sitting.	
New:	Present past tense of irregular verbs. These must
The girl sat.	be taught by rote and the children must memorize
The boy stood.	them. Incorrect analogies will be formed if these
They sang.	are not memorized. There must be daily drill in
She went.	pattern on the past tenses of irregular verbs.
What did the girl do?	Examples:
	She is standing.
	She stood.
	He is sitting.
	He sat.
	They are singing.
	They sang.
	Be very careful how many of these are presented at one time. There is no set number to present, since some

Speech Objectives	Preparation and Procedure
	children absorb more than others. Avoid confusion, if it means presenting one verb at a sitting at first.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: The girl sat. The boy stood. They sang. They went. What did _____do? New: The girl will sit. The boy will stand. They will sing. What will _____do?	Review past tenses of irregular verbs. Teach and reteach as necessary. Present new patterns and teach as in lesson 5, Unit V.
2. Drills: Minimal pair drills: Initial /th/ - /s/ thin/sin; thick/sick; think/sink; though/so; that/sat; this/sis	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: The girl sat. The boy stood. They sang. He ran. etc. New: The girl is sitting <u>now</u>. She sat this <u>morning</u>. We went to the movies last <u>night</u>. We will go home this <u>afternoon</u>.	Review by asking questions while child is acting out verb.
2. Drills: Final /th/-/s/-/t/ bath/bass/bat; both/boss/boat; Beth/Bess/bet; bathe/base/bait; lathe/lace/late	Present the new patterns the same as lesson 6, Unit IV. Frequency adverbs may be taught with any verbs desired.

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: He is running now. They sang yesterday. She will sit tomorrow. New: We <u>never</u> throw rocks. <u>Sometimes</u> the bus is late. We <u>always</u> wash our hands before we eat.	Review the time concepts in review patterns. Check comprehension. Present new patterns using frequency adverbs. Teach children to use frequency adverbs, being careful to use them correctly. Check comprehension.
2. Drills: jill/chill; gin/chin; jeer/cheer; ridge/rich; cadge/catch; pads/pats; leads/lets; Fred's/frets; beds/bets	

UNIT VI

TEACHER SUGGESTIONS

The work presented in this unit is partly review. The transitive verbs and verb forms are taught in the same manner as the intransitive verbs in Unit V. Infinitive forms are presented during this unit. This will be a new concept to the children because there are no infinitive forms in the Navajo language. The modals are among the function words which should be taught at this time.

The children should be allowed to give short answers to questions if the teacher is certain that the children know the long answer.

LESSON PLAN UNIT

UNIT VI

Expected Outcomes

1. Ability to use transitive verbs in present participle, past, and future forms.

2. Ability to use infinitives.

3. Ability to use modals. (will, could, may, must, might, would, should)

4. Ability to use many, every, and no, correctly.

5. Ability to use short answers to questions.

Vocabulary

1. open, close, dry, live, brush, cook.

2. find, make, bring, buy, take, go, eat, put, see, fly, do, tell, send, shut

3. many, every, no

4. could, would, should, will, may, must, might

Structures used in Unit VI

1. He is closing the door.

2. He closed the door.

3. He will close the door this evening.

4. You must listen carefully.

5. The dog would not go home.

6. I need to buy a pencil.

7. Many dogs are big.

UNIT VI, LESSON 1

	Speech Objectives	Preparation and Procedure
1.	Sentence Patterns Review: He is running now. They sang yesterday. She will sew tomorrow. We never throw rocks. Sometimes the bus is late. We always eat lunch at school. New: She is opening the door. He is brushing his teeth. Mother is cooking breakfast. She is drying the dishes.	Follow the same procedure used in teaching intransitive verbs. Present review patterns and check for comprehension. Reteach as necessary.
2.	Drills: Drill: (Nasals) Initial and final /m/ mill/limb; male/lame; mate/tame.	Present the new verbs in the known pattern. Teach same as lesson 3, Unit V.

UNIT VI, LESSON 2

Speech Objectives	Preparation and Procedure
1. Sentence Patterns	
Review:	Present review patterns.
She is opening the door.	
He is closing the door.	
Mother is cooking breakfast.	
She is drying the dishes.	
What is _____ doing?	
New:	
She opened the door.	Present new verbs in past tense as in lesson 4, Unit V.
He closed the door.	
Mother cooked breakfast.	
She dried the dishes.	
2. Drills:	
Contrastive drills: /ng/-/n/-/g/-/k/	
thin/thing/thick/think.	Present his drill four words at a time listening carefully for errors in pronunciation.
hen/hang/heck/hank.	
sin/sing/sick/sank.	

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: She opened the door. He closed the door. Mother cooked breakfast. She dried the dishes. New: She will open the door. He will close the door. Mother will cook breakfast. She will dry the dishes.	Present review. Check comprehension. Present new verbs in future tense as in lesson 4, Unit V. Change vocabulary but keep same structure.
2. Drills: Contrastive drill: using /r/ rim/limb; rain/lane; row/low; rice/lice; right/light; brew/blue; bright/blight; broom/bloom; breast/blessed.	

UNIT VI, LESSON 4

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: She is opening the door. She opened the door. She will open the door. New: Mother is making bread. John is bringing a cookie. She is going to the store. He is flying his kite.	Present known verbs in the review patterns using the three forms which have been taught. Check for comprehension. Reteach as necessary. <u>Now add time sequences to these structures and review them</u>. Refer to lesson 7, Unit V.

UNIT VI, LESSON 5

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Mother is making bread. John is bringing a cookie. She is going to the store. He is flying his kite.	Present review of present participle form and add time sequence word or phrase. Check comprehension and reteach as necessary.
New: Mother made bread. John brought a cookie. She went to the store. He flew his kite.	Present past tense of the irregular verbs <u>in structure</u> and make sure that the children memorize them. Refer to lesson 8, Unit V. Only after these are mastered may the words denoting time be presented with the past tense.
2. Drills: Contrastive using /r/ too/true; tie/try; ache/rake; bake/break; one/run; wore/or/roar; will/ill/rill; way/ray.	

UNIT VI, LESSON 6

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: Mother made bread. John brought a cookie. She went to the store. He flew his kite. New: Mother will make bread. John will bring a cookie. She will go to the store. He will fly his kite.	Present an intensive review on patterns using the past tense. Be very sure that the children have mastered the past tense of the irregular verbs. Present new vocabulary. Time sequence may be presented with the future tense.

UNIT VI, LESSON 7

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: She went to the store. Mother bought some milk. Roy flew his kite.	Review past tense of irregular verbs. Check carefully for mistakes. Reteach if necessary.
New: I need <u>to buy</u> a pencil. I want <u>to go</u> home. She needs <u>to brush</u> her teeth. It is time <u>to eat</u> lunch.	Present new patterns using infinitives. Make many sentences using the infinitive form.

UNIT VI, LESSON 8

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: I need to buy a pencil. I want to go home. She needs to brush her teeth. It is time to eat lunch. New: You must listen carefully. The dog would not go home. I could not find my keys. It might rain today. He should wear his coat to school.	Review the patterns using infinitives. Check comprehension. Present new patterns using modals. Check closely for comprehension. Use many examples. Permit children to make own sentences using modals. Correct use of the modals is very difficult for the Navajo-speaking child, so much work and practice is necessary.

UNIT VI, LESSON 9

Speech Objectives	Preparation and Procedure
1. Sentence Patterns Review: You must listen carefully. The dog would not go home. I could not find the pencil. It might rain today. He should wear his coat to school. New: <u>Many</u> dogs are big. <u>Every</u> boy must stand up. <u>No</u> one may talk.	Review the patterns using modals. Check comprehension. Reteach if necessary. Present the patterns using many, every, and no. Use as many examples as possible. Correct usage of these words is very difficult for the Navajo-speaking child.

PART II

TABLE OF CONTENTS PART TWO

UNIT ONE ---------- A DAY AT SCHOOL

UNIT TWO ---------- THE HOME AND THE FAMILY

UNIT THREE ---------- A VISIT TO THE FARM

UNIT FOUR ---------- A VISIT TO THE COMMUNITY

UNIT FIVE ---------- PLACES WE LIKE TO GO AND THINGS WE LIKE TO SEE

UNIT SIX ---------- HOLIDAYS AND FUN

PRE-SCHOOL EDUCATIONAL MATERIAL

TEACHER'S GUIDEBOOK FOR PHILLIP AND HIS FAMILY

AN ENGLISH VOCABULARY BUILDER

Unit #1 A Day At School

The major concepts to be developed in this unit are:

1. English names for school plant, facilities and personnel.
2. Roles of all school personnel, some understanding of the jobs they do and appreciation for the things they do for the school.
3. Acceptance of a society different from that which children have known up to this time.

The major aims of this unit shall be:

1. To provide opportunity to practice English which has already been learned, and to present new vocabulary needed for this unit.
2. To provide opportunity for students to become personally acquainted with all school personnel.
3. To provide opportunity for students to identify with school personnel through role-playing and dramatization.
4. To provide opportunity for each child to see and learn about plant, plant facilities, and how they work.

Evaluation:

1. Check vocabulary development, individually and in groups, through general review of concepts presented in this unit.
2. Check progress through daily observation of use of facilities and acceptance of surroundings.

3. Determine areas in which learning has been slow, expand and reteach.

PICTURE 1

Talking about the Picture:	Suggested conversation procedures
1. Teach safety rules to observe in getting on and off the bus. 2. Teach safety rules to follow while on the school bus. 3. Discuss all things seen in the picture. 4. Provide opportunity for discussion about things the students might see and talk about on the way to school. Teacher's Suggestions:	Teacher: What are Phillip, Bertha and Thomas doing? Students: They are getting on the school bus. Teacher: Why is the car stopped? Students: So the children can cross the road safely. Teacher: What are some things the children might see on the way to school? Students: (Allow students to engage in spontaneous, guided conversation. Be sure that students follow correct sentence patterns in all their responses.) Teacher's Suggestions:

PICTURE 2

Talking about the picture:	Suggested Conversation procedure:
1. Teach pupils the English words for outside school facilities. 2. Teach pupils purposes and location of outside facilities. 3. Encourage pupils to express individual ideas about plant facilities. Teacher's Suggestions:	Teacher: This is the school building. What color is it? Student: The building is _____. Teacher: What do you see in front of the building? Student: I see the flag and the sidewalks. Teacher: Where are the swings and the slides? Student: They are behind the building. Teacher's Suggestions:

PICTURE 3

Talking about the picture:	Suggested Conversation Procedures:
1. To begin to acquaint children with inside of school building. 2. To begin to acquaint children with non-teaching personnel in the school building. 3. To present opportunity to teach science lessons about the aquarium. 4. To present opportunity to teach correct usage of water fountain. Teacher's Suggestions:	Teacher: This man is the custodian. What is he doing? Students: He is sweeping the floor. Teacher: Who is the principal in our school? Students: Our principal is Mr. _____. Teacher: This is an aquarium. What is it for? Students: (Allow students to talk about the aquarium and wnat they see in it. This will then be a good time to have a science lesson with the acquarium as the subject of discussion.) Teacher's Suggestions:

PICTURE 4

Talking about the picture:	Suggested Conversation procedure:
1. To teach students to say good morning or hello.	Teacher: Who is standing in the door?
2. Begin teaching concept of some of the things the students do at school.	Student: That is the teacher.
	Teacher: What do you think she is saying to the children?
	Students: She is saying "Good Morning" or "Hello".
	Teacher: See the children in the classroom. What are they doing?
	Students: They are playing.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 5

Talking about the picture:	Suggested Conversation Procedures:
1. To provide lesson on patriotism. 2. To provide opportunity to teach about the flag and how to care for it. 3. To provide opportunity to learn about and discuss classroom facilities. Teacher's Suggestions:	Teacher; What are the children doing? Students: They are saying the Pledge of Allegiance to the flag. Teacher: If you had a flag, how would you take care of it? Students: (Discuss respect for and care of the United States flag.) Teacher: Does the classroom in this picture have the same things in it as our classroom does? Students: (Discuss the comparison between the two classrooms. Be sure that students can correctly identify objects in the classroom, using correct sentence patterns.) Teacher's Suggestion:

PICTURE 6

Talking about the picture:	Suggested conversation procedure:
1. To review and continue talking about classroom properties. 2. To present concepts of varied activities in which students may engage while in school. Teacher's Suggestions:	Teacher: This is the classroom. What do you see in the room? Students: I see the tables and chairs. Teacher: What are the children doing? Students: They are playing with the toys. They are painting. Teacher: Can you tell me what the teacher is doing? Students: She is talking to the children. Teacher's Suggestions:

PICTURE 7

Talking about the picture:

1. To teach the names of playground equipment.
2. To teach safety on playground equipment.
3. To teach concept of a group play, peer relationships and sharing.

Teacher's Suggestions:

Suggested conversation procedure:

Teacher: This is the playground. What do you see on the playground?

Students: I see the slide. I see the merry-go-round.

Teacher: How do we play on the playground equipment?

Students: (Discuss rules to follow while playing on different pieces of playground equipment.)

Teacher: What are these children doing?

Students: They are playing games.

Teacher's Suggestions:

PICTURE 8

Talking about the picture:	Suggested Conversation Procedures
1. To teach health and cleanliness.	Teacher: What are the children doing?
2. To teach courtesy and cooperation.	Students: They are washing their hands.
3. To obtain further practice in counting.	Teacher: Why are the children getting in line?
	Students: They need to be in line to go down the hall.
	Teacher: How many students do you see?
	Students: I see _____ _____children.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 9

Talking about the picture:	Suggested conversation procedures:
1. To acquaint the children with dining room facilities and personnel. 2. To teach names and correct usage of utensils. 3. To present opportunity to discuss value of a balanced diet. 4. To further concept of good manners, social graces. Teacher's Suggestions:	Teacher: This is the lunchroom. What do we do here? Students: The lunchroom is where we eat our food. Teacher: Who are the people you see in the lunchroom? Students: They are the cooks. Teacher: What do we use to eat with? Students: We use our forks and our spoons. Teacher: What are the children having for lunch today? Students: (Discuss food that is on the trays. Talk about food that is served in the lunchroom at school. Talk about the menu to be served on the day this lesson is presented.) Teacher's Suggestions:

PICTURE 10

Talking about the picture:	Suggested conversation procedures:
1. To further concept of health as related to rest. 2. To introduce concept of listening for pleasure and enjoyment. 3. To stimulate creative thinking. Teacher's Suggestions:	Teacher: What are the boys and girls doing? Students: They are lying on the cots. Teacher: What is the teacher doing? Students: She is going to read a story to the boys and girls. Teacher: What do you think she might read about? Students: (Allow pupils to express their ideas, to talk about their favorite stories.) Teacher's Suggestions:

PICTURE 11

Talking about the picture:	Suggested conversation procedures:
1. To provide for a discussion of music and rhythmic activities. 2. To provide for participation in creative rhythms. 3. To encourage spontaneous conversation and creative ideas. Teacher's Suggestions:	Teacher: Can you tell me what the children are doing? Students: They are going to play a game to music. Teacher: Where does the music come from? Students: It comes from the record player. Teacher: What are some of the things we can do to music? Students: We can learn to sing songs, to dance and to march. Teacher's Suggestions:

PICTURE 12

Talking about the picture:	Suggested conversation Procedures:
1. To broaden concept of health and what is needed to maintain good health. 2. To acquaint children with properties in nurse's office. Teacher's Suggestions:	Teacher: Who do you see in this picture? Students: That is the nurse. Teacher: What is the nurse doing? Students: She is going to give Phillip a shot. Teacher: What do you see in the nurse's office? Students: I see a cot. I see a scale. I see a chair. (It may be well to dramatize this lesson so that the students become more familiar with this procedure.) Teacher's Suggestions:

PICTURE 13

Talking about the picture:

1. To broaden concept of clean, sanitary surroundings.
2. To teach responsibility in helping to keep the school clean.
3. To acquaint children with the things the custodian does to help them.

Teacher's Suggestions:

Suggested conversation procedures:

Teacher: This is where the custodian keeps his supplies. What do you see in this room?

Students: I see a broom. I see some paper towels.

Teacher: What does the custodian do for our school?

Students: He sweeps the floors and keeps the bathroom clean.

Teacher: What can we do to help the custodian?

Students: We can put our things away and pick up the paper off the floor.

Teacher's Suggestions:

PICTURE 14

Talking about the picture:	Suggested conversation procedures:
1. To strengthen the student's concept of time. 2. To provide for science lesson on weather and how we dress for certain kinds of weather. 3. To provide for discussion of another part of the school day and safety as children go home.	Teacher: What are the boys and girls doing? Students: They are drinking milk and eating cookies. They are putting on their sweaters. Teacher: Why is Phillip putting on his sweater? Students: Because it is cold and he is getting ready to go home. Teacher: What will the children do on the way home? Students: They will sit quietly on the bus. They will watch for cars when they cross the road.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 15

Talking about the picture:	Suggested conversation procedures:
1. To provide opportunity to review and evaluate the unit by discussing what Phillip, Bertha and Thomas will talk about on the way home, and what they will tell their parents when they get home.	Teacher should follow regular sentence patterns in asking questions about this picture. At this point, she should pay particular attention to the way pupils are responding, the sentence patterns they are forming, and the scope of their comprehension. This unit is quite long, and provides many opportunities for personal experiences and expansion. The teacher should divide and expand this unit, using her own ideas as extensively as possible.
Teacher's Suggestions:	Teacher's Suggestions:

Unit #2 The Home and the Family

The major concepts to be developed in this unit are:

1. English names for members of the family, the furnishings of the home and the incidental things in daily family life.
2. Roles played by the various family members in their everyday life.
3. The sequence and continuity of events in everyday life.

The major aims of this unit shall be:

1. To provide opportunity for children to begin learning English and conversation patterns by talking about things which are most familiar to them.
2. To provide opportunity for children to expand their concepts of family roles and relationships through the media of role playing and dramatizations.
3. To provide opportunity for children to gain experience and practice in talking by encouraging them to talk about their own families and homes.
4. To provide opportunity for a child to engage in creative art by asking him to draw his family and tell about some of his family experiences by drawing them.

Evaluation:

1. Check development of concepts by observing children in role-playing and dramatization experiences.
2. Check vocabulary and sentence structure, individually and in groups by reviewing sentence patterns taught and used in this unit.
3. Expand and reteach those portions of this unit in which students appear particularly weak.

PICTURE 1

Talking about the picture:	Suggested conversation procedures:
1. Introduce pupils to the place where Phillip lives, and to the family's means of transportation. 2. Discuss time of day, what Phillip has been doing. 3. Encourage creative thinking for those who speak English well by asking pupils to think of things that Phillip might do during the day. (If some students still do not respond readily, do not force them. Continue work on sentence patterning with this group. Try to stimulate their thinking by suggesting possible activities.) Teacher's Suggestions:	Teacher: This is Phillip. What is your name? Students: My name is _____. Teacher: This is a boy. Are you a boy? Student: I am a boy. I am a girl. Teacher: Phillip lives in this hogan. Where do you live? Students: I live _____. Teacher's Suggestions:

PICTURE 2

Talking about the picture:	Suggested conversation procedures:
1. Introduce pupils to Phillip's family 2. Teach English names for family members. 3. Begin building concept of roles of different family members, and awareness of the family as a unit.	Teacher: This is Phillip's family. Who do you see? Students: I see the mother and the father. I see brother and sister. Teacher: What is mother doing? Students: She is cooking the food. Teacher: Why is daddy cutting wood? Students: They need the wood to keep the fire burning.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 3

Talking about the picture:	Suggested conversation procedures:
1. Expand concept of family roles. 2. Talk about animals which are familiar to pupils. Teacher's Suggestions:	Teacher: What are the horses going to do? Students: They will pull the wagon. Teacher: What are Phillip and daddy going to do with the sheep and goats? Students: They will take the animals to the range so they can eat. Teacher: What will the dog do? Students: He will help Phillip and daddy watch the sheep and goats. Teacher's Suggestions:

PICTURE 4

Talking about the picture:	Suggested conversation procedures:
1. Expand concept of family roles. 2. Introduce concept of health as related to cleanliness. 3. Introduce concept of things needed for comfort and well being of family. Teacher's Suggestions:	Teacher: What is Bertha doing? Students: She is giving the baby a bath. Teacher: Why do we need to take a bath? Students: To keep us clean and to help us stay healthy. Teacher: What is mother doing? Students: She is working at the stove. Teacher's Suggestions:

PICTURE 5

Talking about the picture:	Suggested conversation procedure:
1. To stimulate spontaneous oral conversation. This picture presents a situation which should be familiar to most students, thus they should be encouraged to express their ideas about what is happening, and, guided by the teacher, begin to expand sentence patterns to express new ideas.	Teacher: What are the sheep and goats doing? Students: They are eating the grass. Teacher: What are Phillip and daddy doing? Students: They are eating their lunch. Teacher: How many sheep do you see? Students: I see _____sheep.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 6

Talking about the picture:	Suggested conversation procedures:
1. To strengthen time of day concept. 2. To provide extended oral conversation practice using familiar situation. 3. To strengthen family role concept as related to work. Teacher's Suggestions:	Teacher: Where has Thomas been? Students: He has been to get some wood. Teacher: Why are Phillip and daddy putting the sheep and goats back in the corral? Students: It is time for them to go to bed. Teacher: What do you think is in the pot? Students: Mother is cooking stew. Teacher's Suggestions:

PICTURE 7

Talking about the picture:	Suggested conversation procedures:
1. To strengthen concept of a happy family 2. To stimulate creative thinking by encouraging pupils to express their ideas about what might have happened to amuse the family. 3. To introduce concept of sequence of events, e.g., What has happened? What is happening now? What might happen next? Teacher's Suggestions:	Teacher: What has the family been doing? Students: They have been eating their supper. Teacher: What does the dog have? Students: He has a bone. Teacher: Why do you think the family is laughing? Students: (Let the pupils create a story about what they think has happened.) Teacher's Suggestions:

PICTURE 8

Talking about the picture:

1. Discuss health as it is related to sleep.
2. Expand time concept, relate time concept to thinking of tomorrow.
3. Further opportunity for creative thinking.

Teacher's Suggestions:

Suggested conversation procedures:

Teacher: What time do you think it is?

Students: It is night.

Teacher: Where are Phillip and Thomas?

Students: They are in the bed.

Teacher: What are Phillip and Thomas doing?

Students: They are talking.

(Allow students to express their own concepts about what they think Phillip and Thomas might be talking about.)

Teacher's Suggestions:

Unit #3 A Visit to the Farm

The major concepts to be developed in this unit are:

1. English names for farm animals, buildings, and equipment.
2. Common kinds of domestic animals, their family structure and names, what we get from animals, and what they do for us.
3. The importance of farms, the variety of things we get from farms, and an understanding of the people who work on the farm.

The major aims of this unit shall be:

1. Continued conversation practice and vocabulary expansion through presentation of vocabulary necessary for development of this unit.
2. To provide opportunity for the child to gain first-hand knowledge through field trips and actual inspections of as many of these properties as are possible.
3. To provide opportunity for utilization of concepts by setting up a play farm in the classroom.
4. To provide opportunity for expansion in science projects, e.g., plant growth, incubation of an egg.

Evaluation:

1. Check development of concepts during planning session for setting up play farm.
2. Check vocabulary, individually and in groups, through review of lessons in this unit.
3. Expand and reteach any areas in which the students seem particularly weak.

PICTURE 1

Talking about the Picture:	Suggested conversation procedure:
1. To provide for introduction of a field trip. 2. To provide opportunity to discuss how the pupils and the teacher plan together for such a trip. 3. Provide further opportunity for discussing bus safety, what the children might do on their bus trip. Teacher's Suggestions:	Teacher: The boys and girls are getting on the bus again. What do you think they are going to do? Students: They are going to visit a farm. Teacher: What are some of the things the teacher and the children needed to do before they left on their trip? Students: (Discuss and, if possible, have an actual planning session.) Teacher: What are some of the things the children can do while they are riding on the bus? Students: They can sing songs, play number games or look at some of the things outside the bus. Teacher's Suggestions:

PICTURE 2

Talking about the picture:

1. To teach the names of the farm buildings.
2. To begin teaching the names of the farm animals.
3. To provide an opportunity for a general discussion about the farm. This would be a good time to listen to the children's own stories about their experiences on a farm or with farm animals.

Teacher's Suggestions:

Suggested conversation procedures:

Teacher: See all the buildings in the picture. Can any of you tell me the names of some of the buildings?

Students: This is the barn.

Teacher: What animals do you see in the picture?

Students: I see cows, horses and sheep.

Teacher: Can you tell me some of the things that happen on a farm?

Students: (Let children tell of their own experiences.)

Teacher's Suggestions:

PICTURES 3,4, 5, 6, and 7

Talking about the pictures:	Suggested conversation procedures:
1. To teach the names of animals and their offspring. 2. To teach what animals eat, where they live, sounds they make and all things about the animals in which the children might be interested. 3. To teach what we get from animals, the work they do, and the recreation they may provide for us.	Teacher: What are the animals in this picture called? What is the name for the baby animal? Students: Those animals are horses. The baby horse is a colt. Teacher: What do we get from these animals? What kind of work do they do? Students: (Discuss the particular animal in question. Help the students to formulate good, clear ideas about the function of that particular animal.) Teacher: What do these animals eat? Where do they live? Students: (Again, discuss the particular animal in question. Let students express their own ideas about these questions. Be sure that students stay within the previously taught sentence pattern structures.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 8

Talking about the picture:	Suggested conversation procedures:
1. To provide opportunity to discuss other things and people who might be seen on the farm. 2. To introduce vocabulary for miscellaneous farm implements and jobs. 3. To provide opportunity for additional stories from students about their own personal experiences. Teacher's Suggestions:	Teacher: See the man in the field. What is he driving? Students: He is driving a tractor. Teacher: What are the other people in the picture doing? Students: This one is hoeing in the garden. That one is taking care of the water. Teacher: Can you think of something that has happened, while you were on a farm, that you would like to tell about? Students: (Allow students to relate their own experiences. Check closely for sentence structure and correct vocabulary.) Teacher's Suggestions:

PICTURE 9

Talking about the picture:	Suggested conversation procedure:
1. To provide opportunity to discuss and evaluate the concepts which have been learned in this unit. 2. To provide opportunity for free conversation in discussing the relation of concepts learned in this unit to concepts which the student may have previously learned. Teacher's Suggestions:	Teacher: (This should be a free talking period during which the teacher guides and evaluates. The teacher should listen closely for mistakes in sentence patterning and vocabulary.) Teacher's Suggestions:

Unit #4 A Visit to the Community

The major concepts to be developed in this unit are:

1. Names of the various community places and of the people who work at each place.
2. Functions of different community helpers and the services offered by various institutions within the community.
3. Location of, and how to find, the same or similar services within child's own community.
4. Appreciation for services offered by community helpers, and development of realization that they are friends who help.

The major aims of this unit shall be:

1. To provide opportunity for pupils to practice speech patterns already learned and to learn new speech patterns through expanded vocabulary presented in this unit.
2. To provide opportunity for children to have concrete experiences through actual planned field trips to as many of these community facilities as is possible.
3. To provide opportunity for children to practice and reconstruct concepts gained through dramatization, role playing and conversation.
4. To provide opportunity for expanded learning by utilizing concepts in art, music, numbers, safety and health.

Evaluation:

1. Check development of concepts through observation of play acting activities.
2. Check vocabulary and sentence patterns by individual and group review of material covered in this unit.
3. Expand and reteach any area of this unit in which students appear particularly weak.

PICTURE 1

Talking about the picture:

1. To teach meaning of word "community".
2. To begin teaching names of various buildings within the community.
3. To provide opportunity for discussion about community in which children live.

Teacher's Suggestions:

Suggested conversation procedures:

Teacher: The children are riding on the bus, where do you think they are going?

Students: They are going to visit some places in the community.

Teacher: What is the community?

Students: The community is the place where your home is. (This concept will need to be explained to the students before they can give an answer to this question.)

Teacher: What is the name of the community that we live in?

Students: We live in the Shiprock community.

Teacher's Suggestions:

PICTURE 2

Talking about the picture:	Suggested teaching procedures:
1. To teach the English names for fireman, fire-house and all properties related to the plant. 2. To introduce children to duties of fireman and to the varied things that the fireman does to help the community. 3. To introduce children to the concept that firemen are our friends and to the responsibility that the community has to help the firemen. Teacher's Suggestions:	Teacher: What place are the children visiting now? Students: They are visiting the fire station. Teacher: What does the fireman do to help us? Students: (Conduct a general discussion about the duties of the fireman and the responsibilities of the community.) Teacher's Suggestions:

PICTURE 3

Talking about the picture:	Suggested conversation procedures:
1. To introduce English names for policeman, police station and all the attendant properties. 2. To introduce children to the duties of a policeman and to the varied things the policeman does to help the community. 3. To present the policeman as a community friend and to the responsibility the community has to help the policeman. Teacher's Suggestions:	Teacher: Who is Phillip talking to in this picture? Students: He is talking to the policeman. Teacher: What is the policeman telling the boys and girls? Students: He is telling them about the street signs in the picture. Teacher: Can you think of some more things the policeman does to help us? Students: (Provide a general discussion about the policeman, his duties to the community, the community's duties to him.) Teacher's Suggestions:

PICTURE 4

Talking about the picture:	Suggested conversation procedures:
1. To introduce English names for service station and all its properties. 2. To introduce value of this establishment to the community, and the jobs which it might provide. 3. To provide opportunity for extended study through introduction of industries related to this industry. Teacher's Suggestions:	Teacher: What do you see in this picture? Students: I see a gas station and a man putting gas into the pick-up. Teacher: Does anyone know where gas comes from? Students: (Explain and discuss where gas comes from, how it is transported, etc.) Teacher: What do you see inside the building? Students: I see some tires and some cans of oil. (Explain and discuss some of the other industries related to this business. This should cover more than one day in time.) Teacher's Suggestions:

PICTURE 5

Talking about the picture:	Suggested conversation procedures:
1. To introduce English words for doctor, hospital, and all its attendant properties. 2. To broaden concept of health and how the doctor helps us. 3. To introduce value of the hospital to the community.	Teacher: This is a hospital. Who works in the hospital? Students: The doctors and the nurses work in the hospital. Teacher: What does the doctor do to help us? Students: He gives us medicine to help us get well. Teacher: Why do we need a hospital in the community? Students: (Explain and discuss the need for hospital facilities to aid those who are very ill or injured.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 6

Talking about the picture:

1. To introduce English words for dentist and properties related to teeth and their everyday care.

Teacher's Suggestions:

Teacher: What do you see in this picture?

Students: I see the dentist and the nurse in the dentist's office.

Teacher: What does the dentist do for us?

Students: He checks our teeth. He fixes them if they have holes in them.

Teacher: What can you do to keep your teeth from getting holes in them?

Students: (Explain and discuss the value of proper foods, correct brushing habits.)

Teacher's Suggestions:

PICTURE 7

Talking about the picture:	Suggested conversation procedures:
1. To introduce English words for post office and all its attendant properties. 2. To discuss and explain services given by the post office department. 3. To provide opportunity for expansion through discussions and explanations of related subjects and postal variations.	Teacher: What do you see in this picture? Students: That is the place where we get our mail. Teacher: What else can you do at the post office? Students: You can buy stamps and mail packages. Teacher: Do all people get their mail at the post office? Students: No, some people have postment who come to their homes to bring the mail.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 8

Talking about the picture:	Suggested conversation procedures:
1. To introduce English words for the grocery store and all its attendant properties. 2. To introduce concept of what we buy in the grocery store and different kinds of food we may see there. 3. To introduce comparison and classification, through discussion, of different types of stores. 4. To provide opportunity for extending learning and interests by setting up play stores in the classroom. 5. To provide opportunity for lesson on money and counting.	Teacher: What kind of store do you see in this picture? Students: This is a grocery store. (If the child answers, "This is a good store." That answer should be acceptable, but the teacher should take this opportunity to introduce the word grocery, and to define and explain its meaning.) Teacher: What kinds of food do you see in this picture? Students: I see fruits, vegetables and meat. Teacher: Can you tell me the names of some other kinds of stores? Students: (Explain and discuss the different kinds of stores which the child may, or may not, have encountered.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 9

Talking about the picture:	Suggested conversation procedures:
1. To present English vocabulary for library and its properties. 2. To expand development of appreciation for books and what they have to offer us. 3. To present opportunity for creative dramatization and play acting as expanded learning areas. Teacher's Suggestions:	Teacher: The children are in the library. What are they doing? Students: They are looking at books. Teacher: What do you see in the library besides books? Students: I see an aquarium and some plants. Teacher: Can you tell me what your favorite story is? Students: (Let students, again, talk about their favorite stories and books.) Teacher's Suggestions:

PICTURE 10

Talking about the picture:	Suggested conversation procedures:
1. To introduce English words for train and all its properties. 2. To stimulate interest in technology. 3. To create interest in travel and the many places where trains might take us.	Teacher: This is a railroad station. What do you see? Students: I see a train. Teacher: What makes the train run? Students: (Let the children talk freely and express their ideas about this. Be sure, then, to explain, in simple terms, the mechanical workings of a train.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 11

Talking about the picture:	Suggested conversation:
1. To introduce English words for airport and all its related properties. 2. To further stimulate interest in travel and places that can be seen. 3. To provide for creative thinking and dramatization as related to places that might be visited through air travel.	Teacher: The place you see in this picture is called an airport. What do you see outside the airport? Students: I see some people and some airplanes. Teacher: Where is the airplane in the picture? Students: It is sitting on the ground. Teacher: Let's pretend that we are taking a trip on an airplane. Can you think of a place you would like to go? Students: (Discuss, decide on a destination and take an imaginary plane trip.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 12

Talking about the picture:	Suggested conversation procedures:
1. Introduce English terms for the dairy and its related properties 2. Expand concepts learned about cows in unit No. 3. 3. Encourage spontaneous conversation about children's personal experience with dairy products and their value to our health.	Teacher: Look closely at this picture and see if you can tell me what you think this place is. Students: That is the place where milk is put into cartons. Teacher: Do you remember where the milk comes from? Students: It comes from the cows that are kept on the farm. Teacher: Why should we drink a lot of milk? Students: Milk helps our teeth and bones grow strong.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 13

Talking about the picture:

1. Introduce English vocabulary for newspaper and its related properties.
2. Present concept of what we find in the newspaper, and other sources of news.
3. Present concept of other printed materials and their uses to us.

Teacher's Suggestions:

Suggested conversation procedures:

Teacher: This place is called a newspaper office. What are the people in the picture doing?

Students: Some of them are writing. Some of them are working with machines.

Teacher: Do any of you know what the machines in this picture are called?

Students: The little ones are typewriters. I don't know what the big ones are called.

Teacher: In the newspaper, we can read about things that are happening in all the world. Where else can we learn about these things?

Students: We can hear the news on the radio and see pictures of it on television.

Teacher's Suggestions:

PICTURE 14

Talking about the picture:	Suggested conversation procedures:
1. The picture should be used as a unit review, presented through the idea of what the children might be talking about on their way back to school. The teacher should listen carefully to individual children to try to determine: 1. Vocabulary improvement. 2. Development of concepts. 3. Comprehension of materials presented.	
Teacher's Suggestions:	Teacher's Suggestions:

Unit #5 Places We Like To Go and Things We Like To See

The major concepts to be developed in this unit are:

1. Names and nomenclature of places and situations which are, for the most part, unfamiliar to the students.
2. Broadened activities and learning in those areas which are already familiar to the children.
3. Appreciation for and interest in nature and what it has to offer us.

The major aims of this unit shall be:

1. To broaden vocabulary and to present opportunity for further conversation practice through introduction of new words needed in this unit.
2. To provide opportunity for expanded concepts through auxiliary teaching related to this unit.
3. To provide opportunity for expanded learning through the media of field trips, dramatization and role playing.

Evaluation:

1. Check vocabulary, individually and in groups, by review of the material and concepts presented in this unit.
2. Check development of concepts through ability to reconstruct and identify objects and situations described in this unit.
3. Expand and reteach any areas in which the students seem to be weak.

PICTURE 1

Talking about the picture:	Suggested conversation procedures
1. Teach English vocabulary for zoo and all the animals which are seen in the zoo. 2. Discuss the difference between domestic animals and wild animals. 3. Discuss wild animal families, what they eat and where they normally live.	Teacher: This place is called a zoo. Can you tell me the names of some of the animals you see in the zoo? Students: I see elephants and tigers. Teacher: Can you play with a tiger like you play with your dog? Students: (Explain to children and discuss with them the difference between wild animals and domestic animals.) Teacher: Can any one of you tell me what the elephant eats? Students: An elephant eats leaves and plants.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 2

Talking about the picture:	Suggested conversation procedures:
1. Teach English vocabulary for the circus and all the major things which might be found and seen at the circus. 2. Discuss comparison between jobs these people have and jobs with which students have already become familiar. 3. Provide for expanded learning through planning and dramatizing a circus day at school. Teacher's Suggestions:	Teacher; Where are Phillip and his family? Students: They are at the circus. Teacher: What are the people in the funny suits called? Students: Those are the clowns. Teacher: What would you like to do if you were working in a circus? Students: (Let this be a time for spontaneous discussion which can evolve into a planning session for circus day at school.) Teacher's Suggestions:

PICTURE 3

Talking about the picture:	Suggested conversation procedures:
1. Explain and discuss the meaning of the word pet. Most of the English names for these animals should have already been learned. 2. Explain and discuss daily care which must be given to a pet. 3. Encourage spontaneous conversation by asking each child to talk about his pet or pets. 4. Let each child draw a picture of his pet, as he sees it. Teacher's Suggestions:	Teacher: See the animals that the children are playing with. There is a special name for animals that we keep in our homes, play with, and take special care of. Who can tell me what we call these animals? Students: The animals the children have are pets. Teacher: How do you take care of your pets? Students: We feed them and give them water to drink. Teacher: Would any of you like to tell me about the pets you have at home? Students: (Permit children to talk freely about their pets, then ask them to show their pets to the whole class by drawing pictures of them.) Teacher's Suggestions:

PICTURE 4

Talking about the picture:	Suggested conversation procedures:
1. Present English vocabulary for seashore and all its related properties. 2. Discuss the ocean and show a globe to help children develop some concept of vast bodies of water. 3. If possible, set up a miniature shoreline, or display, in an effective fashion, articles related to this subject. (Effective presentation will depend, primarily, on availability of audio-visual aids and clarity of teacher presentation, since this is a concept which will be totally unfamiliar to the students on the reservation. Movies, film strips and books should be valuable teaching aids for this subject.) Teacher's Suggestions:	Teacher: The place shown in this picture is called a seashore. Do any of you know what the things lying on the sand are called? Students: (If students do not respond, try to show them some actual objects and explain what they are.) Teacher: See the water in the picture. Let's find out what this water is called and how much of our world it covers. (Use the globe to further this discussion.) Teacher: If we looked down into the water, what do you think we would see? Students: We would see fish and seaweeds. (This is not a concept which the students will readily know. This concept should be introduced to the students and discussed, with audio-visual aids.) Teacher's Suggestions:

PICTURE 5

Talking about the picture:	Suggested conversation procedures:
1. Teach English words for woods, animals, insects and birds. Some of these words will already have been learned, and need only be reviewed in this picture. 2. Provide opportunity for creative thinking and story telling using the characters and locale shown in this picture. 3. To provide opportunity for expanded nature study by collecting insects, leaves, flowers and other nature items.	Teacher: Can you tell me the names of some of the animals you see in this picture? Students: I see a deer. I see a squirrel. Teacher: This is the place where these animals live. What is this place called? Students: The place where the animals live is called the woods. (If students use word "forest", this should also be acceptable.) Teacher: Look at the chipmunk in this picture. What do you think he does all day? Students: (Let students express their ideas, perhaps build a story around the activities of the chipmunk.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 6

Talking about the picture:	Suggested conversation procedures:
1. Teach English words for the fair and all the things the students might see at the fair. 2. To stimulate the child to take pride in his own work and to appreciate the arts and crafts of other people. 3. Encourage spontaneous conversation by asking students to relate their experiences in this situation, which is very familiar to them.	Teacher: Where do you think Phillip and his family are? Students: They are at the fair. Teacher: What are some of the things you see in the booth? Students: I see school exhibits, fruits and vegetables. Teacher: What do you like best about the fair? Students: (Let the students relate their own experiences and talk about things which interest them most.)
-Teacher's Suggestions:	Teacher's Suggestions:

Unit #6 Holidays and Fun

The major concepts to be developed in this unit are:

1. An understanding and appreciation of the major holidays observed during the year.
2. The most common ways of celebrating these holidays.
3. A long range concept of time and how various major events occur during the different seasons of the year.

The major aims of this unit shall be:

1. To teach English vocabulary needed for comprehension of the concept as presented in this unit.
2. To provide an opportunity for the student to expand his experiences and concepts through role playing and dramatization.
3. To provide an opportunity for the student to express his concepts through the media of creative art and creative story telling.

Evaluation:

1. Check vocabulary, individually and in groups, by reviewing sentence patterns and concepts taught in this unit.
2. Check development of concepts by observing children in role-playing and dramatization experiences, and by observing creative art work.
3. Expand and reteach any portions of this unit in which the students seem particularly weak.

PICTURE 1

Talking about the picture:	Suggested conversation procedures:
1. Discuss the holiday, how it originated and why it is observed. 2. Talk about the costumes Phillip and Bertha are wearing. Let students make some portion of the Halloween costume they will use. 3. Talk about the trick-or-treat bags. Let students construct and decorate their own bags. Teacher's Suggestions:	Teacher: Look at this picture, can you tell me what holiday this is? Students: They are getting ready for Halloween. Teacher: What kind of costumes are Phillip and Bertha wearing? Students: Phillip is dressed like a _____ and Bertha is dressed like a _____. Teacher: What do Phillip and Bertha have in their hands? Students: Phillip has a jack-O-lantern, and they both have trick-or-treat bags. Teacher's Suggestions:

PICTURE 2

Talking about the picture:	Suggested conversation procedures:
1. Read a story about Thanksgiving, explain the holiday, and discuss this holiday with the children. 2. Discuss what the family is having for their Thanksgiving dinner. 3. Ask the children to talk about what they might have for Thanksgiving dinner. 4. Make pilgrim and Indian costumes and dramatize a Thanksgiving day. Teacher's Suggestions:	Teacher: What are Phillip and his family getting ready to do? Students: They are going to eat their Thanksgiving dinner. Teacher: What are they having for dinner? Students: They are having turkey and corn. Teacher: Who were the first people to celebrate Thanksgiving? Students: The pilgrims and the Indians were the first people who had a Thanksgiving day. Teacher's Suggestions:

PICTURES 3 and 4

Talking about the picture:	Suggested conversation procedures:
1. Discuss Christmas as it is celebrated in the home. 2. Discuss Santa and his preparations for Christmas. 3. Present concept that Christmas is a time for giving and sharing. 4. Plan a play-acting and dramatization related to Christmas. 5. Provide an opportunity for creative art in making props for dramatization, Christmas decorations, Christmas cards and wrapping paper. 6. Provide an opportunity for students to discuss Christmas in their homes. 7. Provide an opportunity for a group planning session preparing for a Christmas party.	Picture III Teacher: What are Phillip and Bertha doing in this picture? Students: They are looking at their Christmas presents. Teacher: What did Phillip get for Christmas? Students: He got a truck. Teacher: What do you think might be in the packages that are not unwrapped yet? Students: (Encourage students to express their ideas about the picture and to relate this situation to their own experiences.) Picture 4 Teacher: Who do you see in this picture? Students: I see Santa Claus and some of his helpers. Teacher: What are Santa and his helpers doing? Students: They are getting the toys ready to give to the boys and girls.

PICTURES 3 and 4 (cont'd)

Talking about the picture:	Suggested conversation Procedures:
	Teacher: What time do you think it is? Students: (Let students form their own conclusions about the time of day they think it is.) Teacher: What are Santa's helpers called? Students: (Present the word elves, explain and discuss the concept of an elf.)
Teacher's Suggestions:	Teacher's Suggescions:

PICTURE 5

Talking about the picture:	Suggested conversation procedures:
1. Explain who Lincoln is, tell the story or read a story about Lincoln which will help the child to create an image of his person. 2. Provide an opportunity for the child to form a concrete concept of the physical background through actual construction of the background. (Lincoln logs may be made from heavy butcher paper or construction paper. Students may gather twigs and rocks to complete the landscape.) 3. Provide opportunity for expression of learned concepts through class planned and presented drama.	Teacher: The teacher is reading a story to the students. What do you think she is reading about? Students: (Encourage students to look closely at picture background before they answer this question.) Teacher: How big was Lincoln? Students: He was a very tall man. Teacher: What kind of house did Lincoln live in? Students: He lived in a log cabin.
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 6

Talking about the picture:	Suggested conversation procedures:
1. Explain the origin and significance of Valentine Day. 2. Refresh concept that this, also, is a time for giving. 3. Provide opportunity for experiences in creative art by letting students construct their own valentines. Teacher's Suggestions:	Teacher: What are the children in this picture doing? Students: They are having a valentine party. Teacher: How are the children dressed? Students: They are wearing party hats. Teacher: What is Phillip doing? Students: He is passing out valentines. Teacher's Suggestions:

PICTURE 7

Talking about the picture:	Suggested conversation procedures:
1. Explain who Washington is and the significance of his identity to history. 2. Discuss the dress displayed during this period of history. 3. Discuss identity of current president, show comparisons and relations between the two.	Teacher: What are the boys and girls in this picture doing? Students: They are having a play. Teacher: Do any of you know who this play is about? Students: (Listen to children's ideas. Explain and discuss the story of George Washington.) Teacher: Can any of you tell me who our president is now? Students: (Discuss identity of current president, some of the things the president does, patriotism to our country.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 8

Talking about the picture:

1. Discuss Easter and all the things that are generally associated with Easter.
2. Provide an opportunity for creative art expression by decorating Easter eggs.
3. Provide opportunity for creative dramatic expression in the area of make believe. Let children pretend they are chickens, rabbits, and ducks.

Teacher's Suggestions:

Suggested conversation procedure:

Teacher: What are Phillip and Bertha doing with the rabbit?

Students: They are playing with the rabbit.

Teacher: What do they have in their baskets?

Students: They have some Easter eggs, a chicken and a duck.

Teacher: Can you tell me what the Easter bunny does?

Students: (Let children express their own ideas about the Easter bunny and his Easter story.)

Teacher's Suggestions:

PICTURE 9

Talking about the picture:	Suggested conversation procedures:
1. Teach time concepts as related to seasons of the year. 2. Introduce summer activities, how and when we may participate in them. 3. Teach safety as related to summer activities and travel.	Teacher: What are some of the things we do during the summer? Students: We can play baseball. We can go swimming. We can take a vacation. Teacher: When does vacation time come? Students: Vacation time comes after school is out for the summer. Teacher: What are some of the rules to follow when we go swimming? Students: (Explain and discuss swimming safety rules.)
Teacher's Suggestions:	Teacher's Suggestions:

PICTURE 10

Talking about the picture:	Suggested conversation procedures:
1. Explain origin and significance of the Fourth of July. 2. Explain and discuss way of celebrating this holiday. 3. Talk about safety as related to fireworks displays, handling of fireworks.	Teacher: Which holiday do you think Phillip and his family are celebrating in this picture? Students: (Explain and discuss this holiday with the students.) Teacher: What are all the things you see in the air in this picture? Students: Those are called fireworks. Teacher: Should little boys and girls play with fireworks when they are alone? Students: (Discuss safety rules for handling fireworks.)
Teacher's Suggestions:	Teacher's Suggestions:

Unit Enrichment

(The materials listed below can be used as vocabulary builders.)

Unit #1.

1. Haban, Russell. Sorely Trying Day
2. Hoffman, Elaine and Jane Hefflefinger. About Family Helpers
3. Karene. My own Little House
4. Meeks. In John's Backyard
5. Pinro, Ruth. Mommies are for Loving
6. Radlauer, Ruth Shaw. About Father at Work
7. Reed, Emily. Let Papa Sleep
8. Waller, Leslie. Time: A Book To Begin On
9. Zimmerman, Naomi. The Sleepy Village
10. Zolotow, Charlotte. Do You Know What I'll Do?

Unit #2

1. Elkin Benjamin, Schools
2. Beorgiady and Romano. Our Country's Flag
3. Gibson, Gertrudy Heviner. About Our Weather
4. Greene, Carla. I Want to be a Bus Driver
5. Greene, Carla. I Want to be a Nurse
6. Greene, Carla. I Want to be a Teacher

7. Hastings, Evelyn Belmont. About Playground Fun

8. Hastings, Evelyn Belmont. Pearl Goes to School

9. Hoffman, Elaine and Jane Hefflefinger. About School Helpers

10. Konkle, Janer. Schoolroom Bunny

11. Neurath. Keeping Clean

12. Neurath. Many Foods

13. Phillips, Eleanor. About the Driver of a Bus

14. Rees, Elinor. About Our Flag

15. Thompson, Frances B. About Miss Sue the Nurse

16. Waller, Leslie. Our Flag: A Book to Begin On

17. Waller, Leslie. Weather: A Book to Begin On

Unit #3

1. Dodd. All Kinds of Cows

2. Friskey, Margaret. Seven Diving Ducks

3. Georgiady and Romano. Gertie the Duck

4. Greene, Carla. I want to be a Farmer

5. Henry, Marguerite. The Little Fellow

6. Israel, Marion. About Sheep on the Ranch

7. Israel, Marion. About the Fractor on the Farm

8. Lewellen, John. Farm Animals

9. Norling, Jo. Pogo's Farm Adventure: A Story of Soil

10. Norling, Jo. Pogo's Lamb: A Story of Wool

11. Osborne, Richard. Let's Play Store

12. Payton, Evelyn. About Farm Helpers

13. Podendorf, Illa. Animal Babies

14. Podendorf, Illa. Animal Homes

15. Possell, Elsa. Horses

16. Shannon, Terry. About Food and Where It comes From

17. Weil, Ann. Animal Families

Unit #4

1. Bartlett, Susan. Libraries: A Book to Begin On

2. Bell. Linda's Airmail Letter

3. Colonius, Lillian. At The Airport

4. Colonius, Lillian. At The Library

5. Colonius, Lillian. At The Post Office

6. Dillon, Ina K. About Policeman

7. Feiginbaum, and Leigh. This is a Newspaper

8. Georgiady and Romano. This is a Department Store

9. Greene, Carla. I Want to be a Dairy Farmer

10. Greene, Carla. I want to be a Dentist

11. Greene, Carla. I want to be a Doctor

12. Greene, Carla. I want to be a Fireman

13. Greene, Carla. I want to be a Librarian

14. Greene, Carla. I want to be a News Reporter

15. Greene, Carla. I want to be a Pilot

16. Greene, Carla. I want to be a Policeman

17. Greene, Carla. I want to be a Postman

18. Greene, Carla. I Want to be a Storekeeper

19. Greene, Carla. Train Engineer

20. Hastings, Evelyn Belmont. About Postmen

21. Hastings, Evelyn Belmont. At the Dairy

22. Helfman, Elizabeth. Milkman Freddy

23. Hoffman, Elaine and Jane Hefflefinger. About Firemen

24. Hoffman, Elaine and Jane Hefflefinger. About Our Friendly Helpers

25. Johnson, Liddie Joe. About the Engineer of a Train

26. Jubelier, Ruth. About Jill's Checkup

27. Lapritz. Randy Visits the Doctor

28. Lattin. Peter's Policeman

29. MacDonald, Zillah K. Fireman for a Day

30. Miner, O. Irene L. Policemen and Firemen

31. Miner, O. Irene L. The True Book of Our Post Office and It's Helpers

32. Neurath. Keeping Well

33. Osborne, Richard. Let's Play Fireman

34. Osborne, Richard. Let's Play Policeman

35. Osborne, Richard. Let's Play Store

36. Osborne, Richard. Let's Play Train

37. Reck, Alma K. and Helen Hall Fichter. At the Railroad Station

38. Simpson, Wilma Willis. About News and How it Travels

39. Thompson, Frances B. About Doctor John

40. Tooze, Ruth. Policeman Mike's Brass Buttons

Unit V.

1. Ballard, Lois. Reptiles

2. Carter, Katherine. Oceans

3. Colby, C. B. Pets

4. Colonius, Lillian. At the Zoo

5. Durman. Big Top

6. Greene, Carla. I Want to be a Zookeeper

7. Harner, Mabel. Circus

8. Holsaert, Eunice and Faith. Ocean Wonders: A Book to Begin On

9. Konkle, Janet. Once There Was a Kitten

10. McCall. Buttons at the Zoo

11. McCall. The Buttons and the Pet Parade

12. Meeks. Something New at the Zoo

13. Phelan, Mary Kay. The Circus: A Book to Begin On

14. Podendorff, Illa. Animals of the Sea and Shore

15. Podendorff, Illa. Insects

16. Podendorff, Illa. Pets

17. Posell, Elsa. Elephants

18. Purcell, John Wallace. African Animals

Unit VI

1. Bright, Robert. Georgie's Halloween

2. Caudill, Rebecca. A Certain Small Shepherd

3. Greene, Carla. Good Times on a Motor Holiday

4. Judson. Abraham Lincoln

5. Judson, George Washington

6. Olds, Helen D. Christmas Tree Sam

7. Purcell, John Wallace. Holidays

8. Beck, Alma K. and Helen Hall Fichter. About Some Days to Remember

9. Rogers. The First Thanksgiving

FILMS AND FILMSTRIPS

The following teaching materials are in the Learning Center of the Valley Elementary School Library and may be checked out for use in the classroom.

SOUND FILMSTRIPS:

1. Places to Go
2. People We Know
3. Look About You
4. There Are Sounds Around You
5. Animal Friends
6. Set of five Bowmar E.S.L. filmstrips

FILMSTRIPS:

1. Cities of the Southwest
2. Clothes and Season
3. The Four Seasons
4. Homes
5. Navajo Children
6. Playing Pair
7. Right Foods Help Health
8. Safe Play on the School Grounds
9. Sharing with Others
10. To An Airport
11. To a City
12. To A Country Fair
13. To A Farm
14. To the Mountains
15. To A Ranch
16. To the Seashore
17. To A Zoo
18. Your Ears and Hearing
19. Your Teeth
20. You and Your Five Senses
21. The Wonderland of the Southwest.

Also available are tapes and records of children's literature, Show'n Tell records and strips, and many study print pictures.

TEACHER SUGGESTIONS

The picture book PHILLIP AND HIS FAMILY was developed, primarily, as a conversation and vocabulary development guide for children in pre-education and pre-first situations in the Shiprock area. The pictures in this book may be used during the entire year with the oral English program. The writers believe these pictures will give the child something with which to identify, and thus encourage him to speak more freely. The pictures should also be an asset in helping the child develop his self-concept.

PHILLIP AND HIS FAMILY is organized in unit form, but the teacher may use individual pictures from any unit, at any time she feels the picture or pictures will implement her oral English presentation. These pictures should be used for general talking practice, and may be reused at any time a particular need arises. For example, the pictures in Unit I are concerned with a day at school, however, if the teacher so desires individual objects within the picture can be isolated to fit a given sentence pattern. They may also be reused to teach plurals, verb forms, and concepts such as happy, warm, and cold.

Program Director:
Wallace Cathey
Assistant Director and Coordinator:
Claude Aragon

Title I Researcher:
Jo Williams

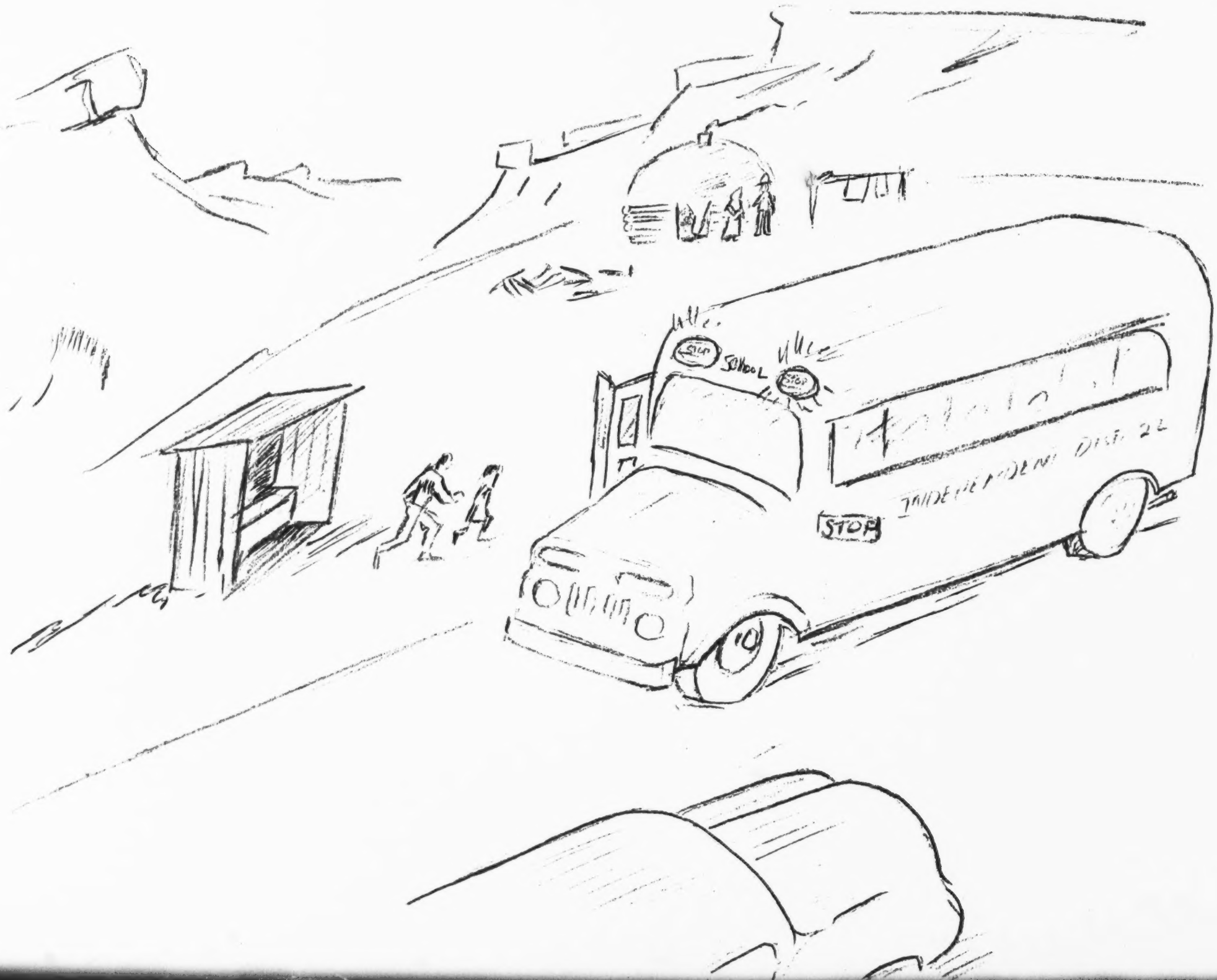
Illustrator:
Bobby Hicks

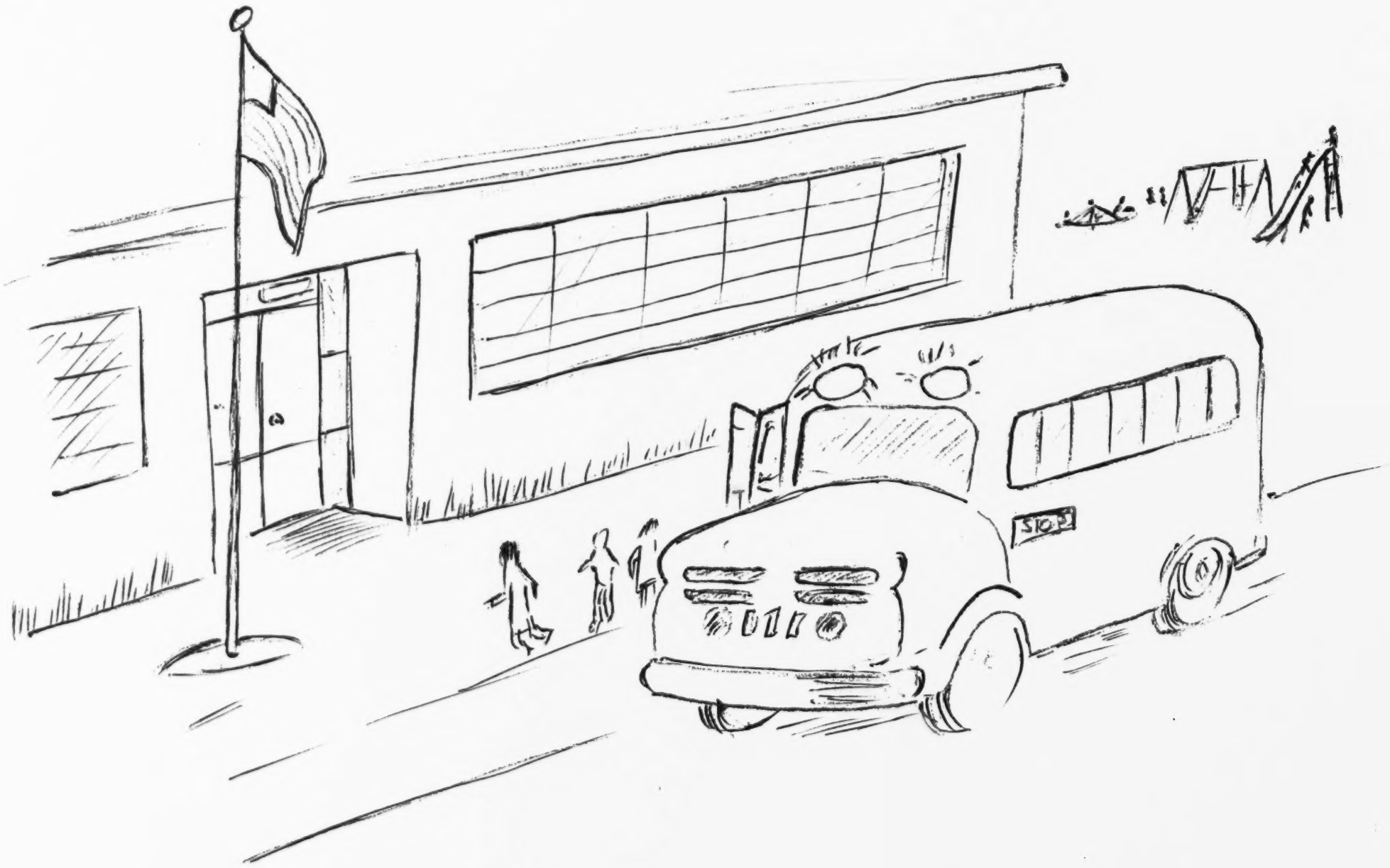
-1968-

DEPARTMENT OF RESEARCH AND PUBLICATIONS
INDEPENDENT SCHOOL DISTRICT 22
SHIPROCK, NEW MEXICO
R.E. KARLIN, SUPERINTENDENT OF SCHOOLS

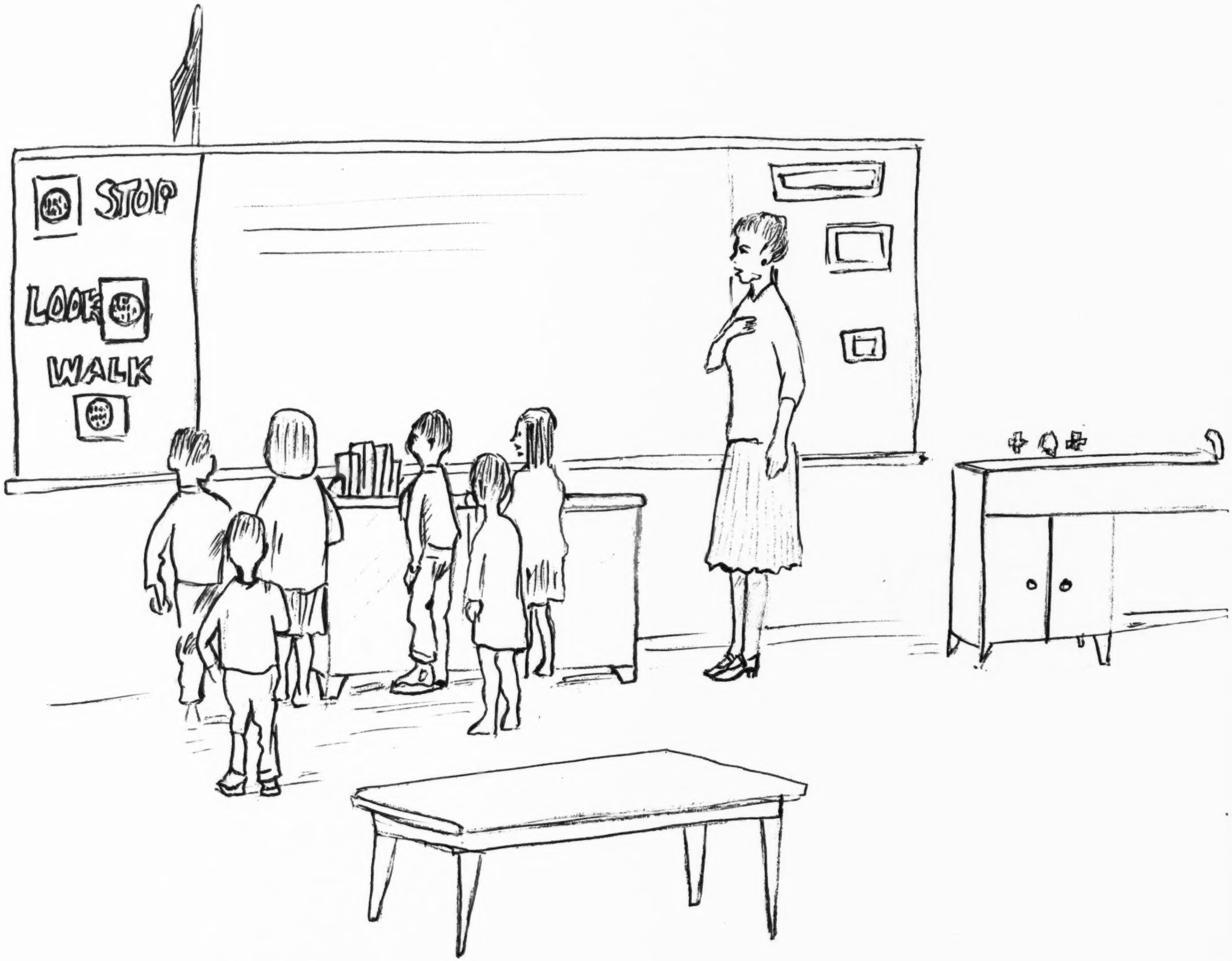
-TITLE I PROJECT-

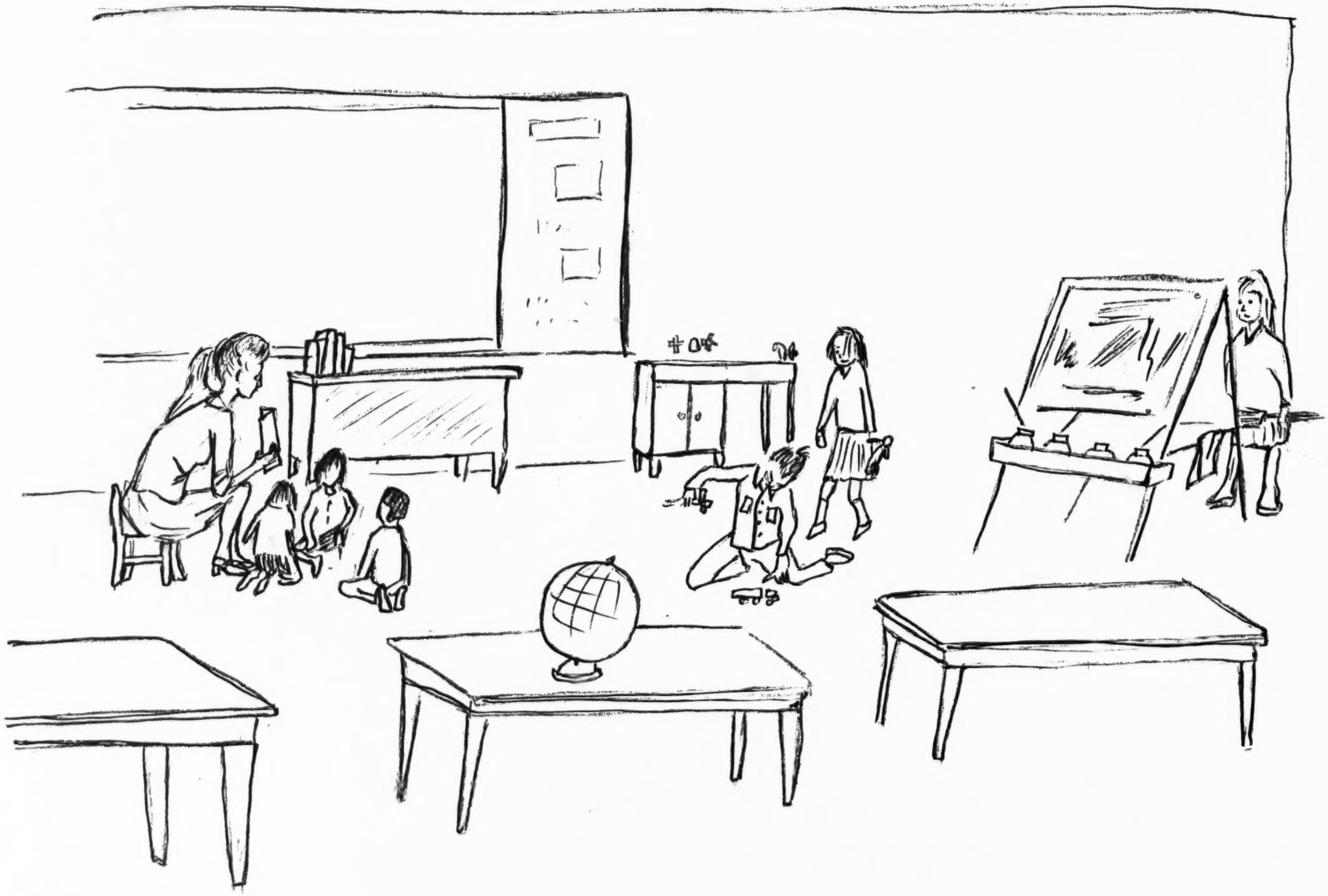
Phillip Goes To School

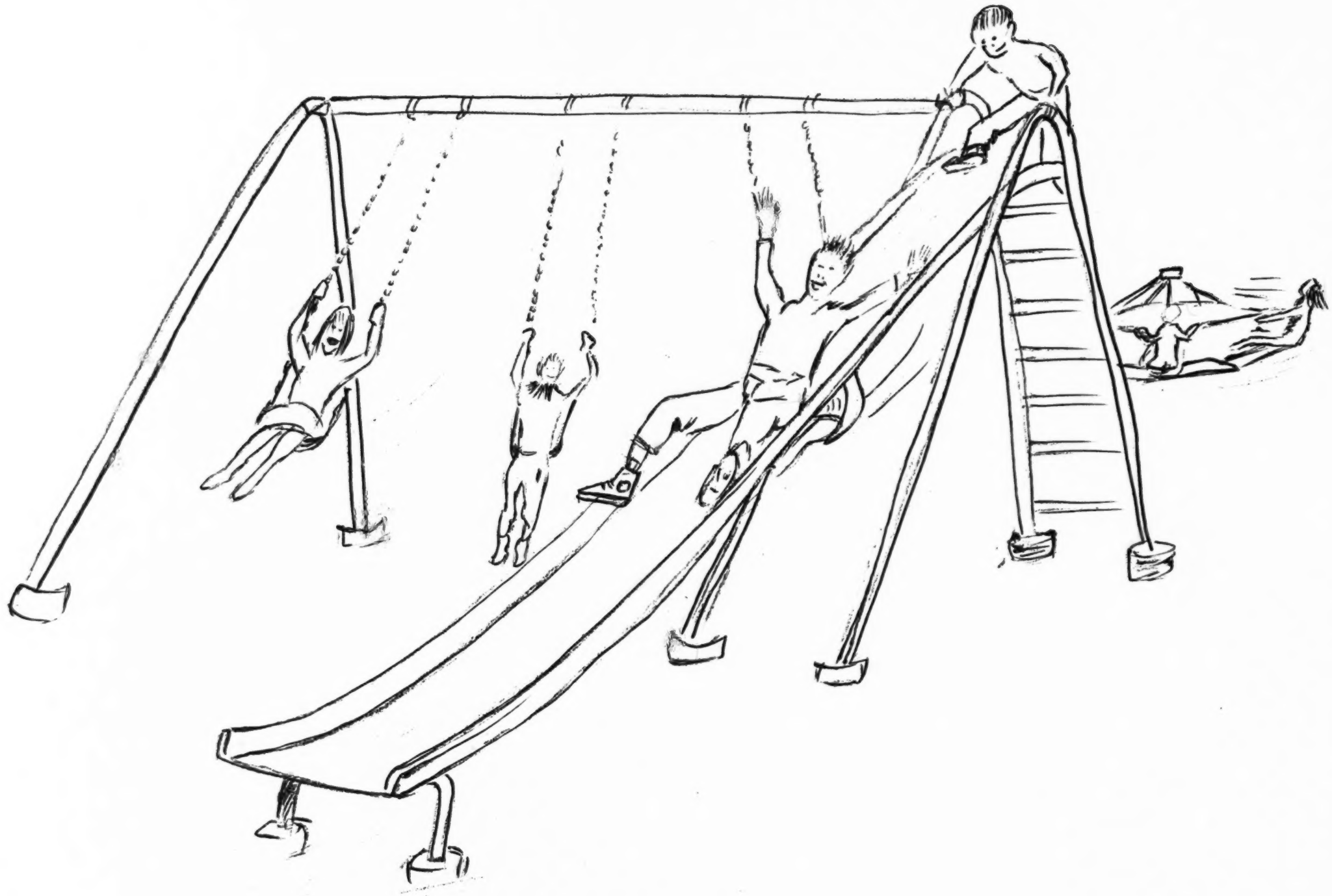

SCHOOL
STOP
STOP

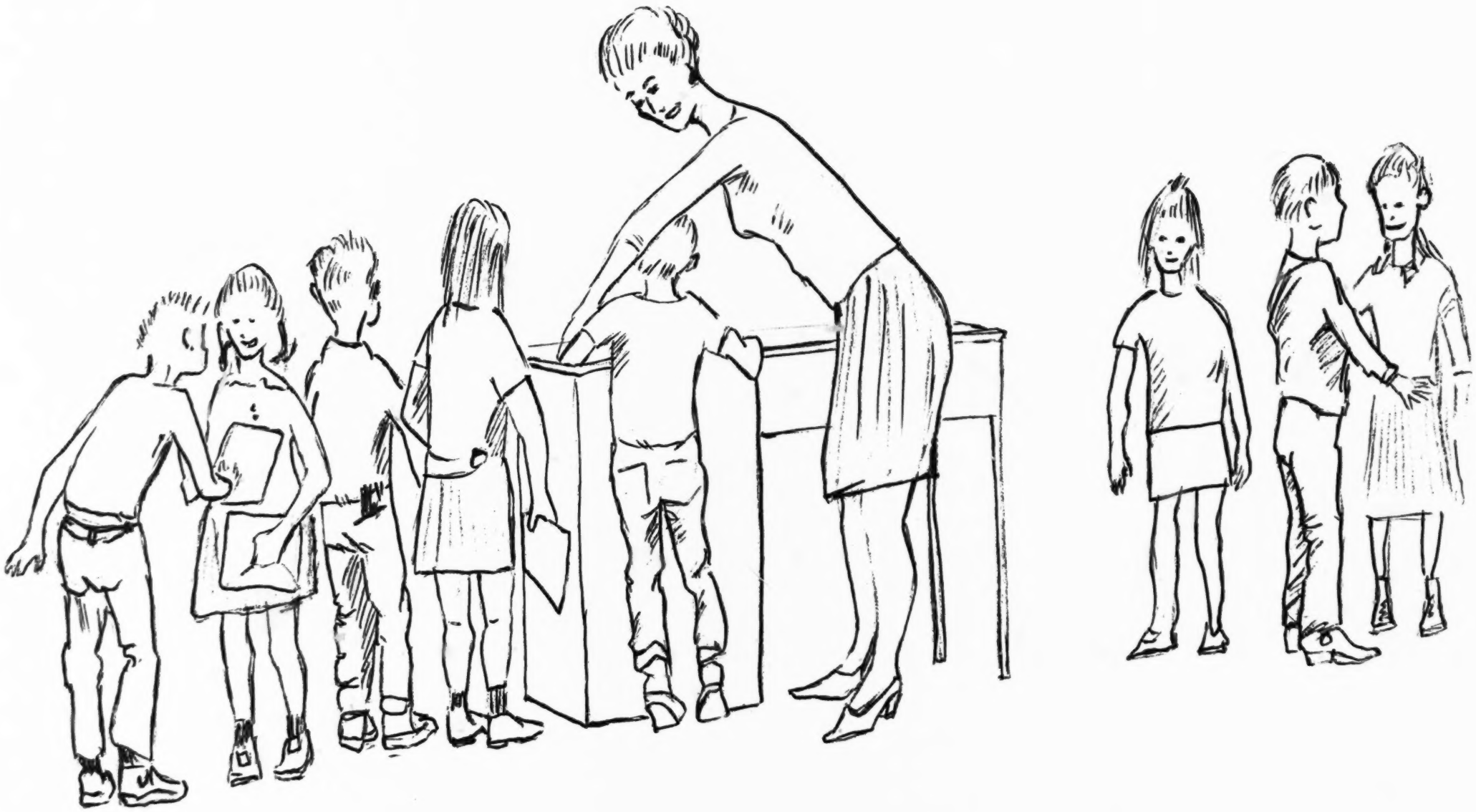

STOP

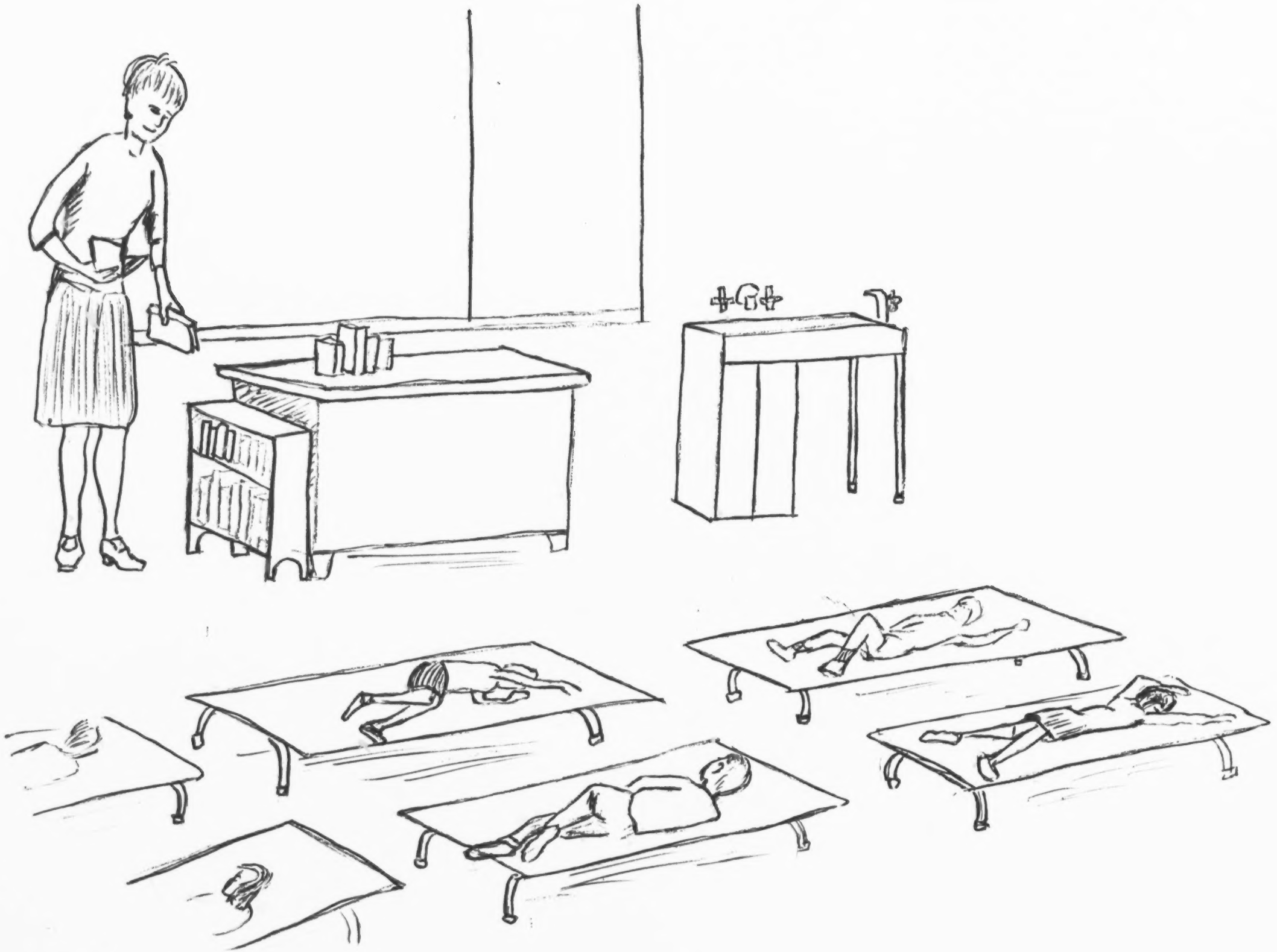
PRINCIPAL

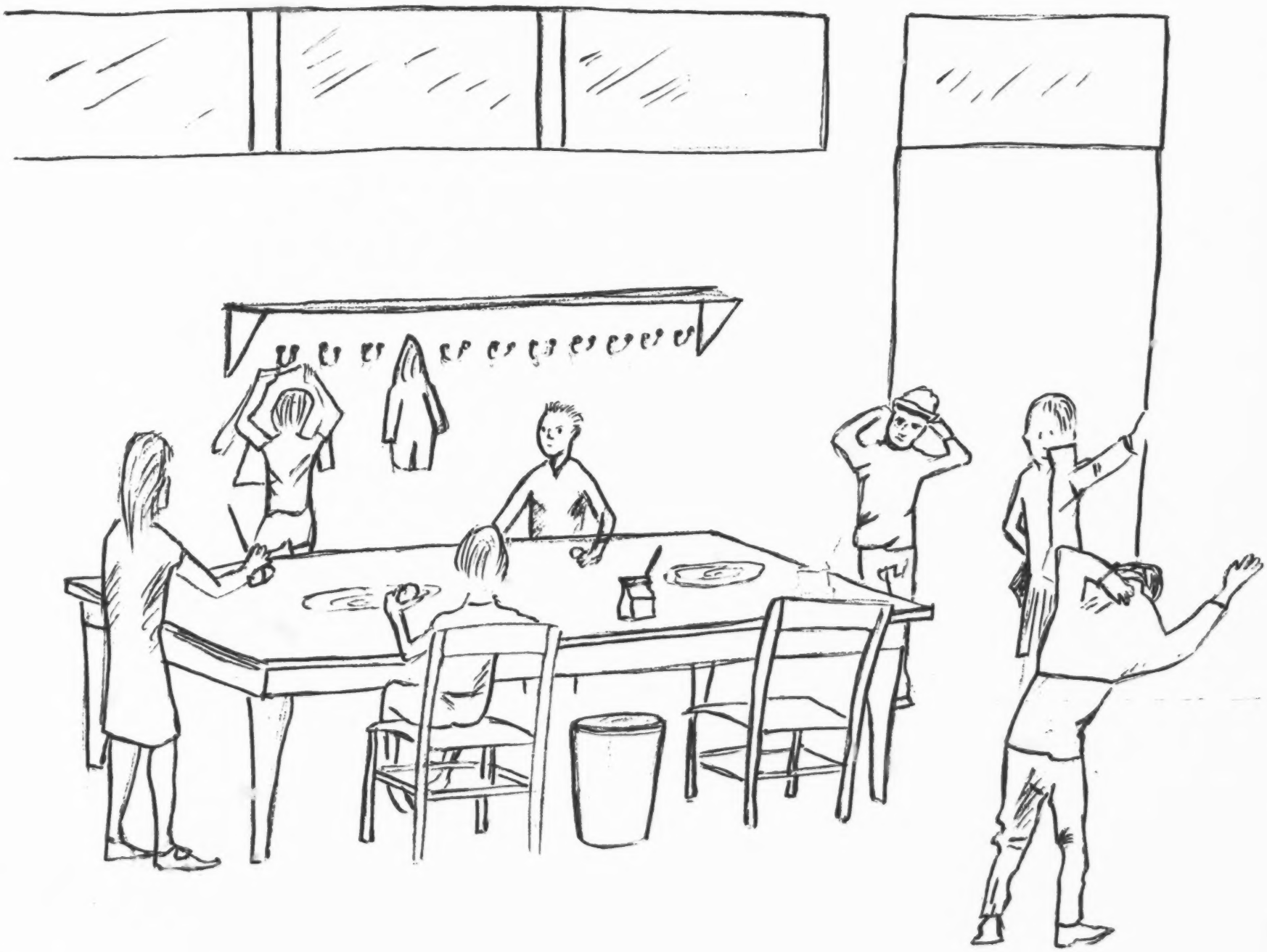

STOP
LOOK
WALK





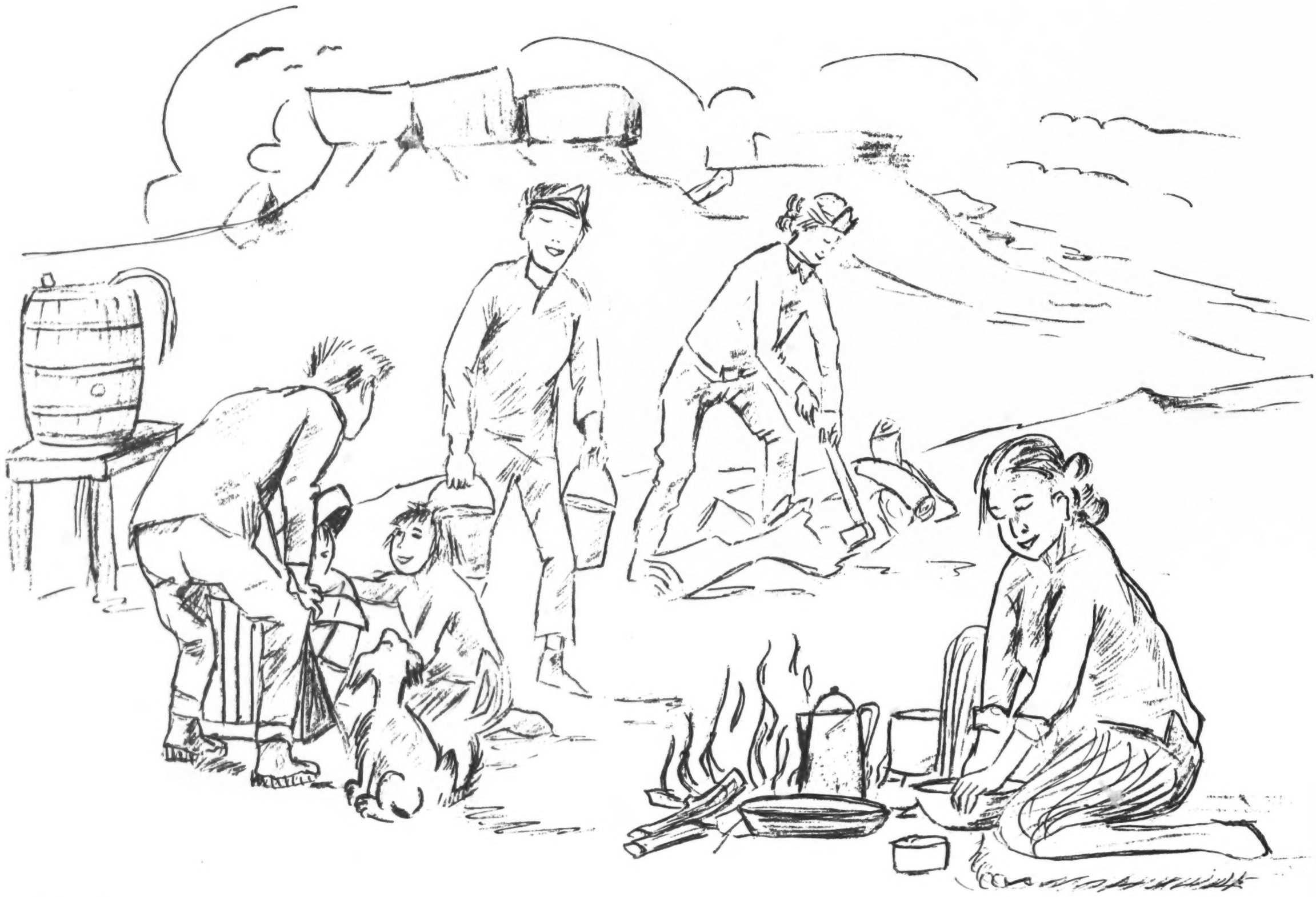


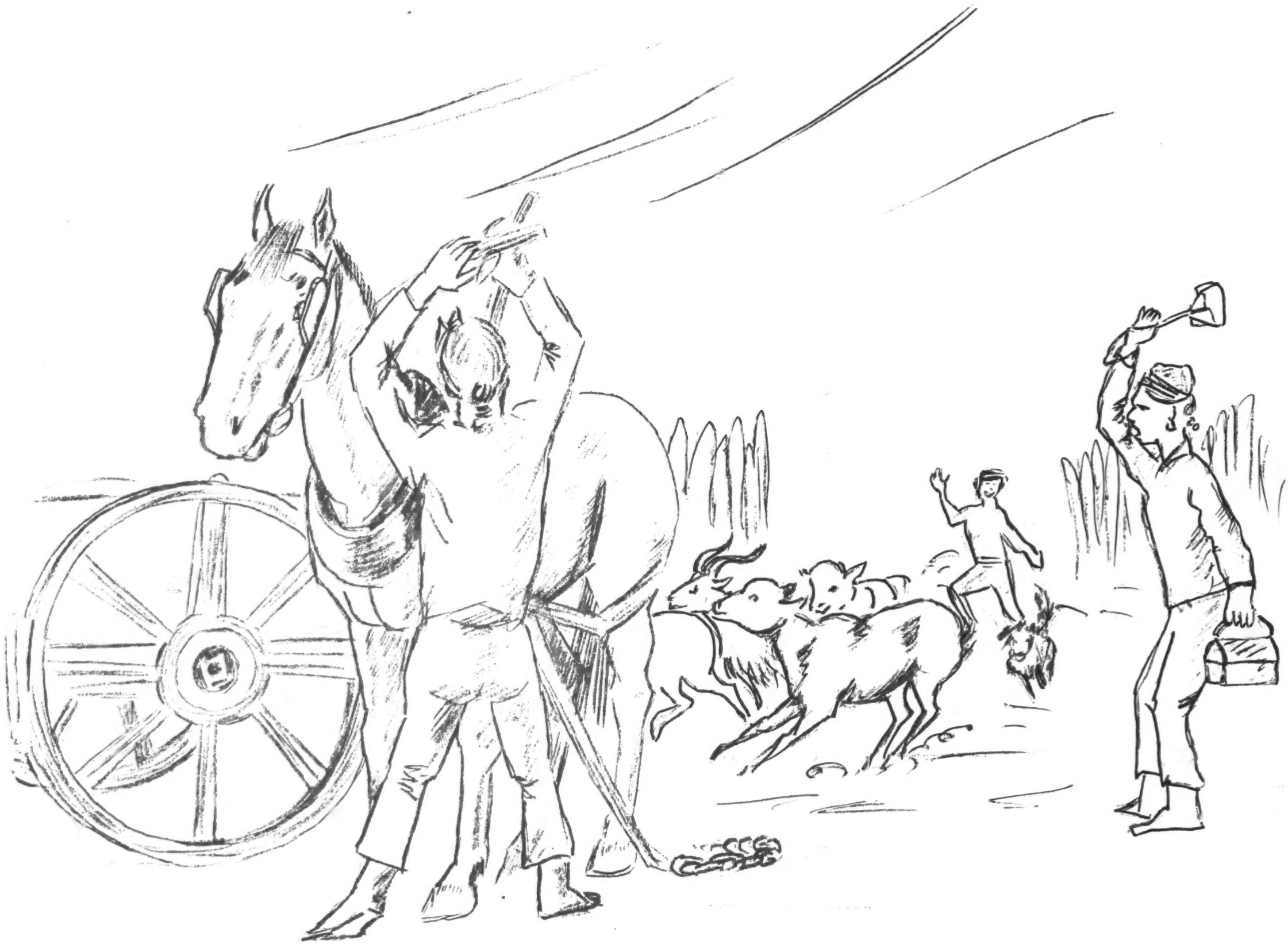


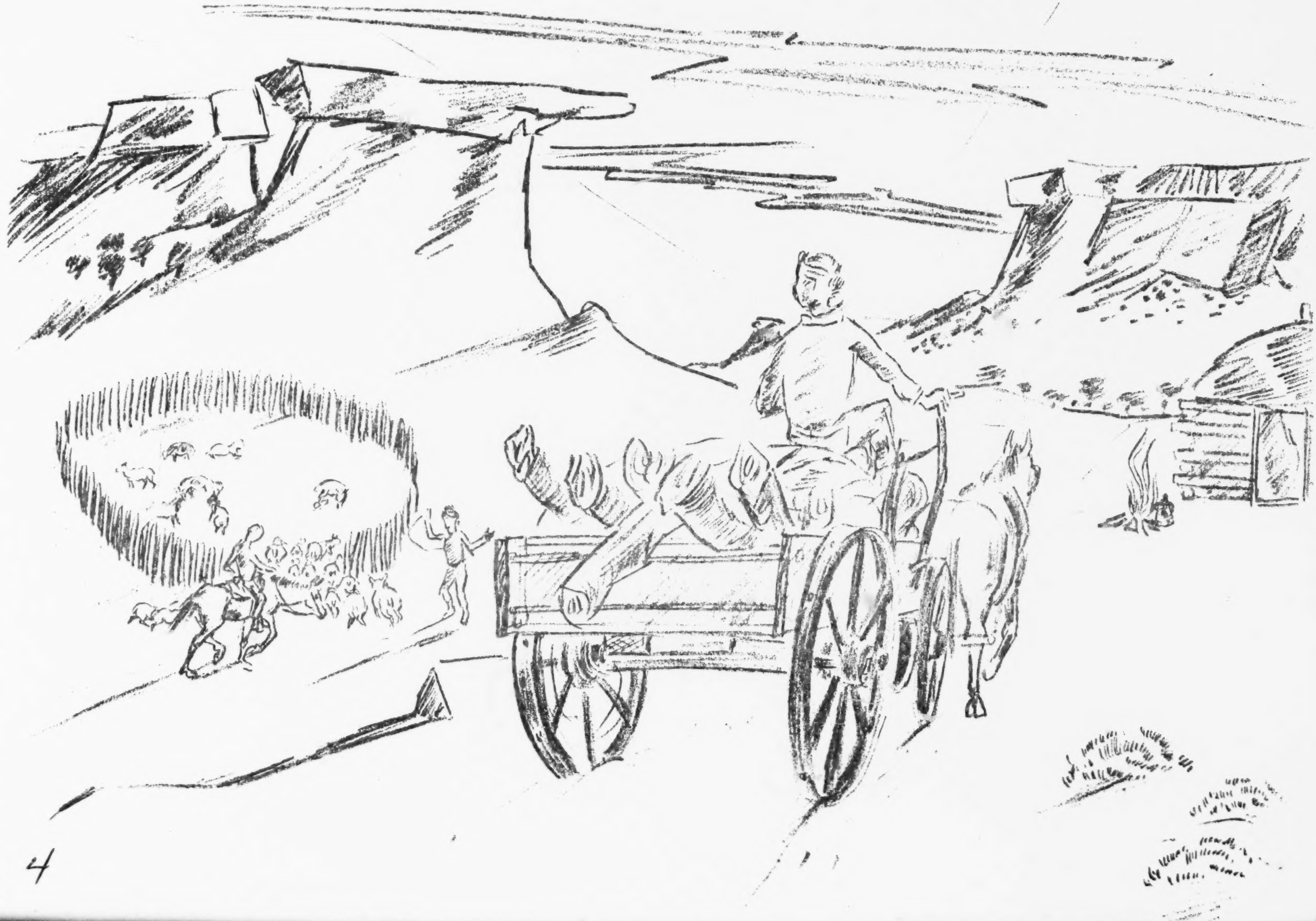


STOP
SCHOOL
STOP

Family and Home

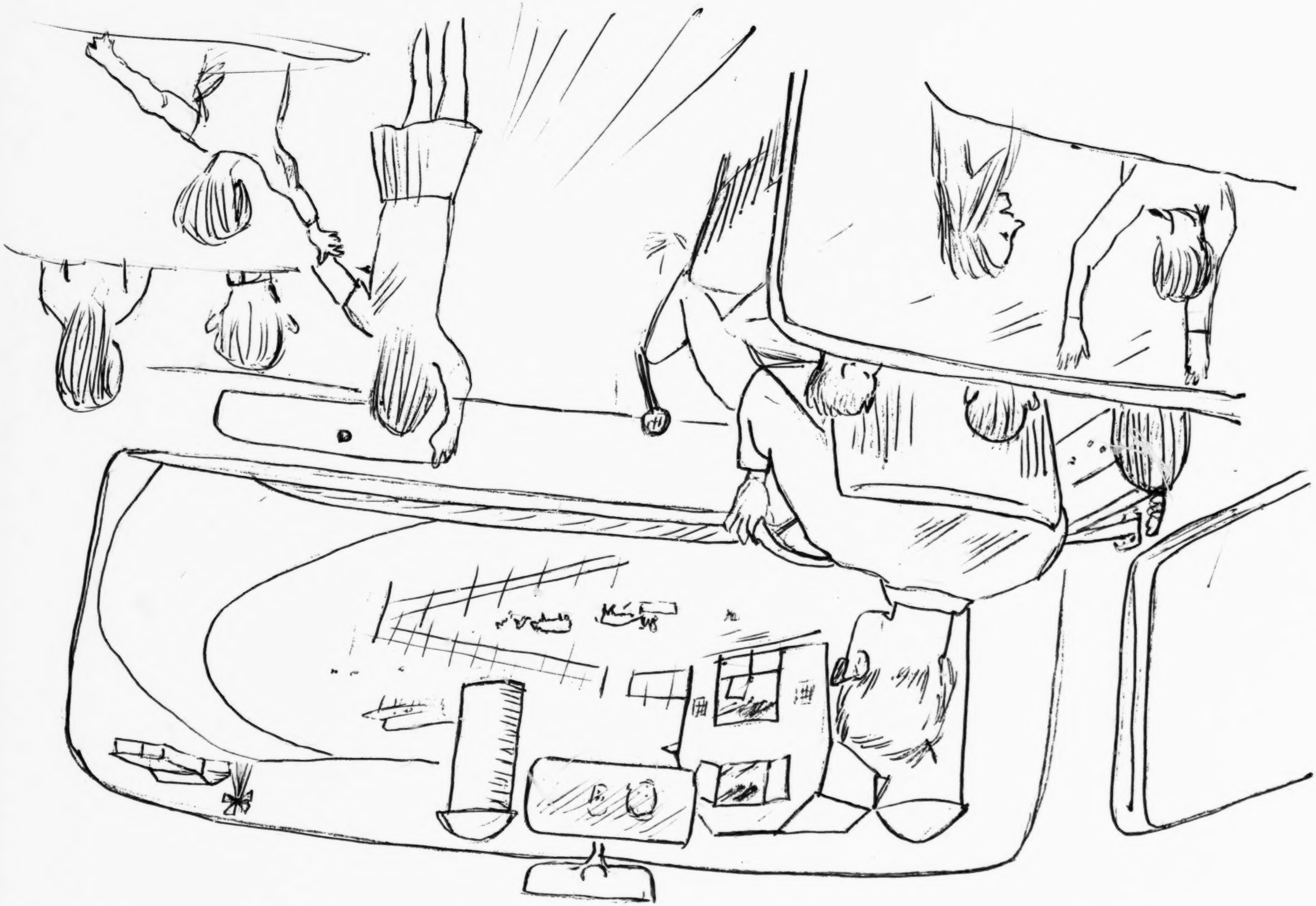


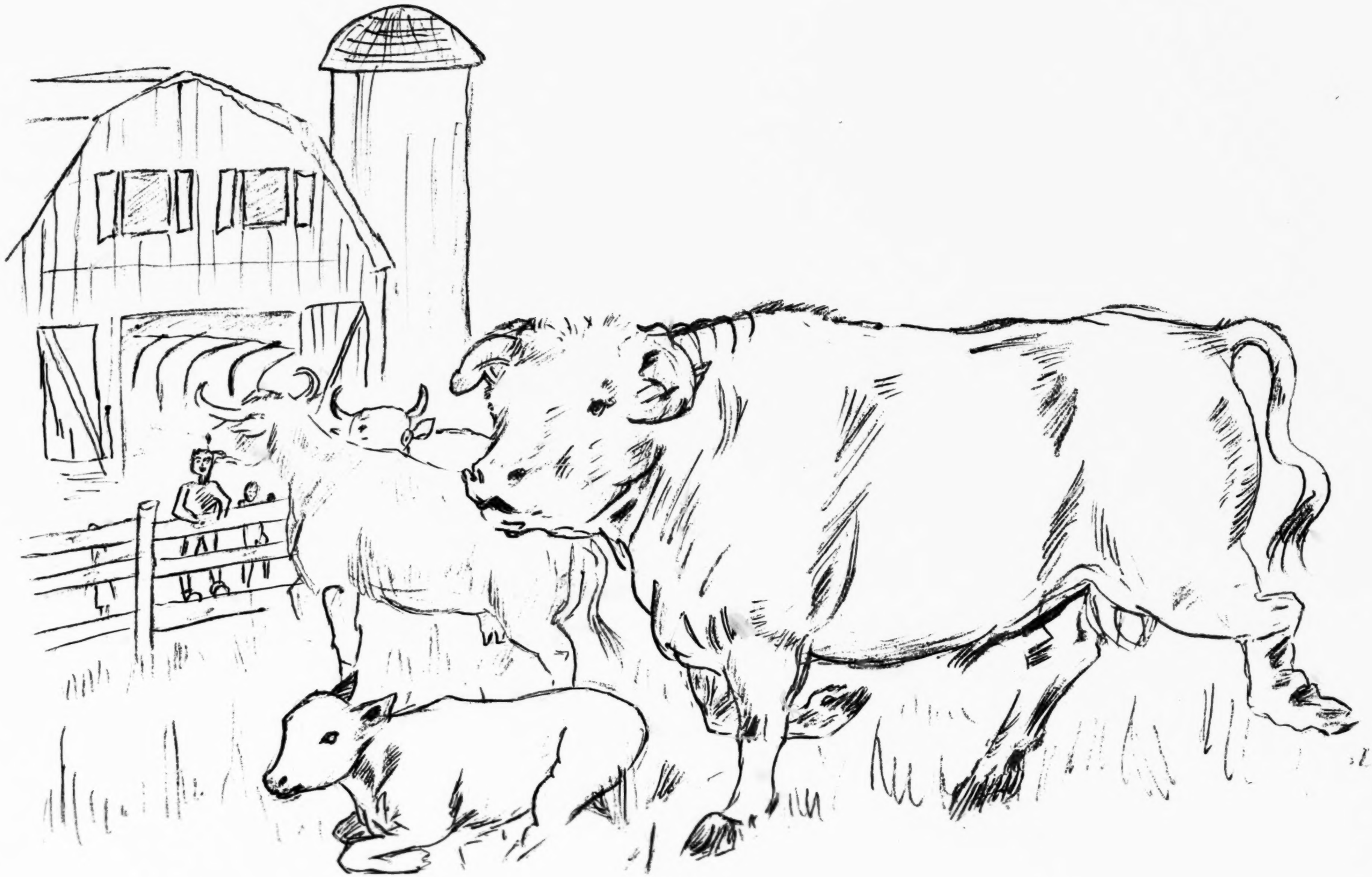


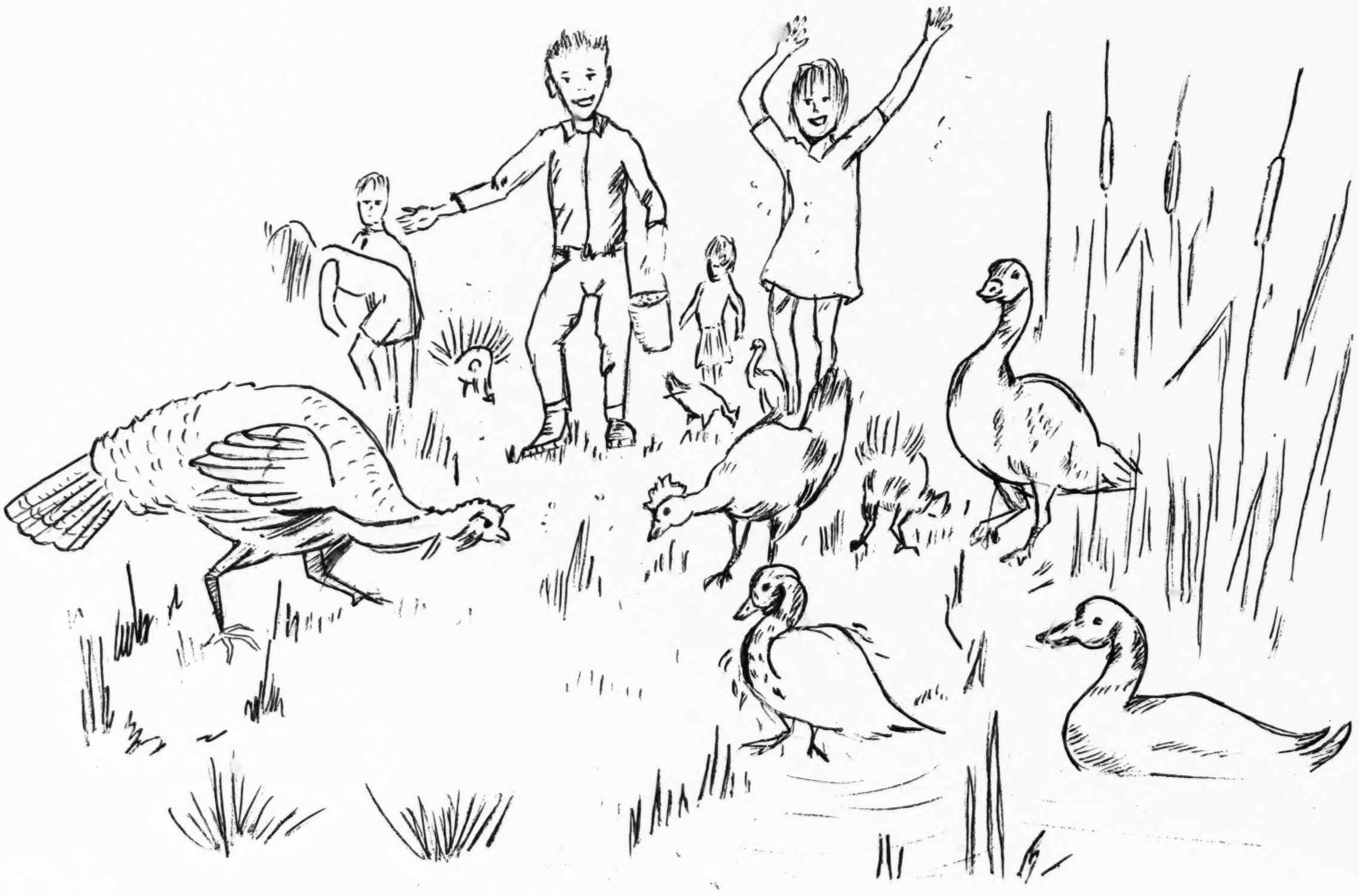


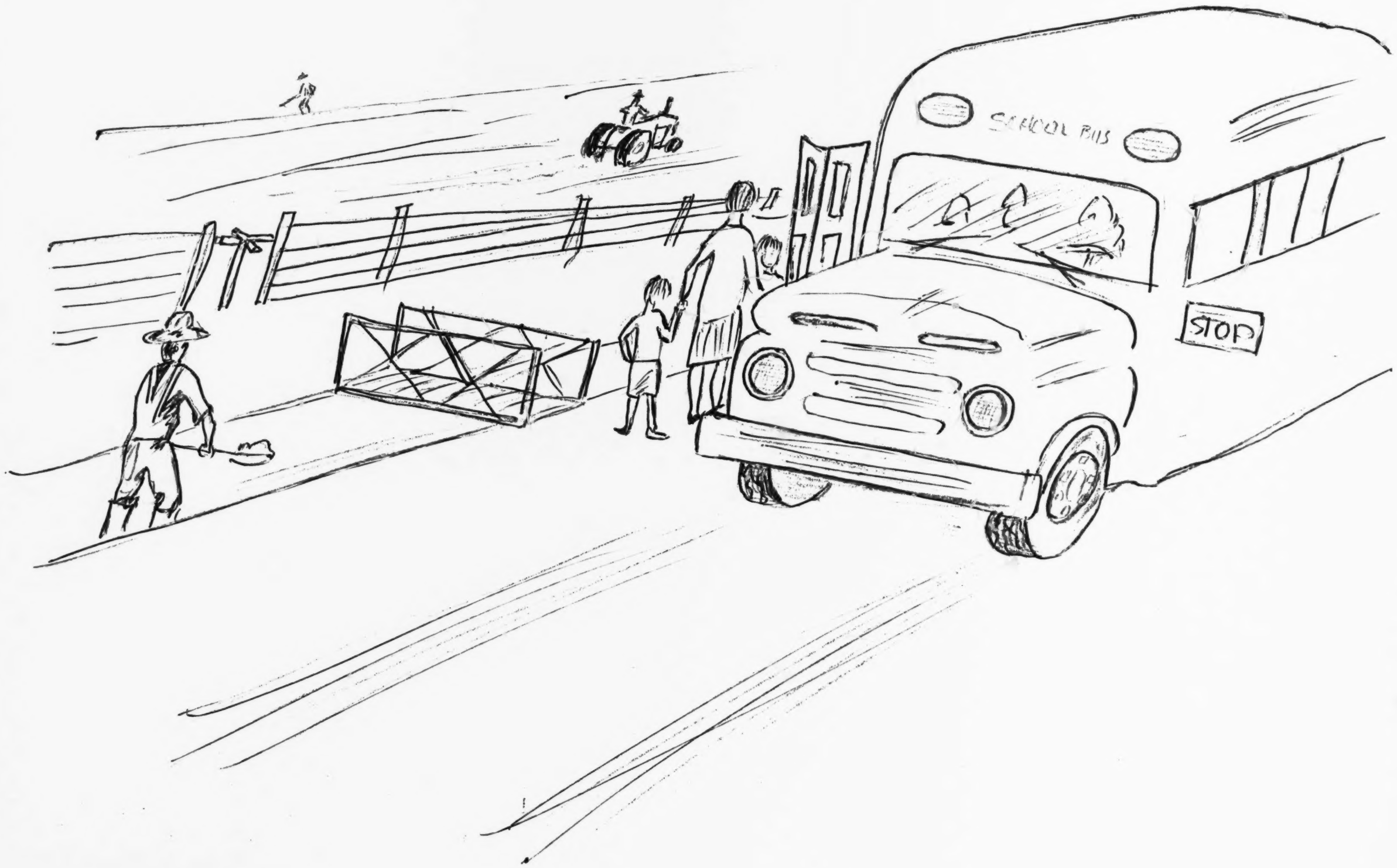
A Visit to the Farm

STOP
SCHOOL
STOP
STOP



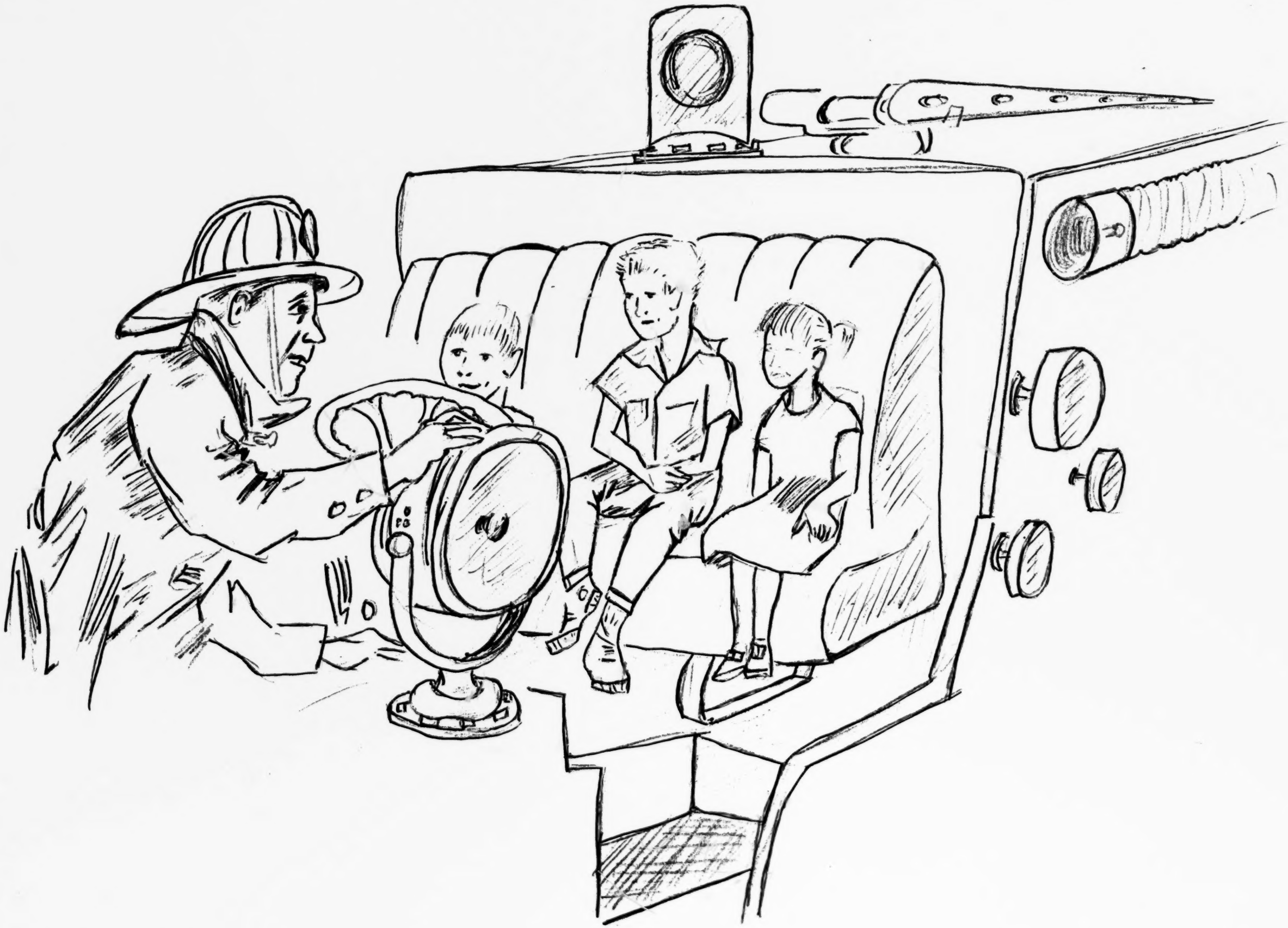




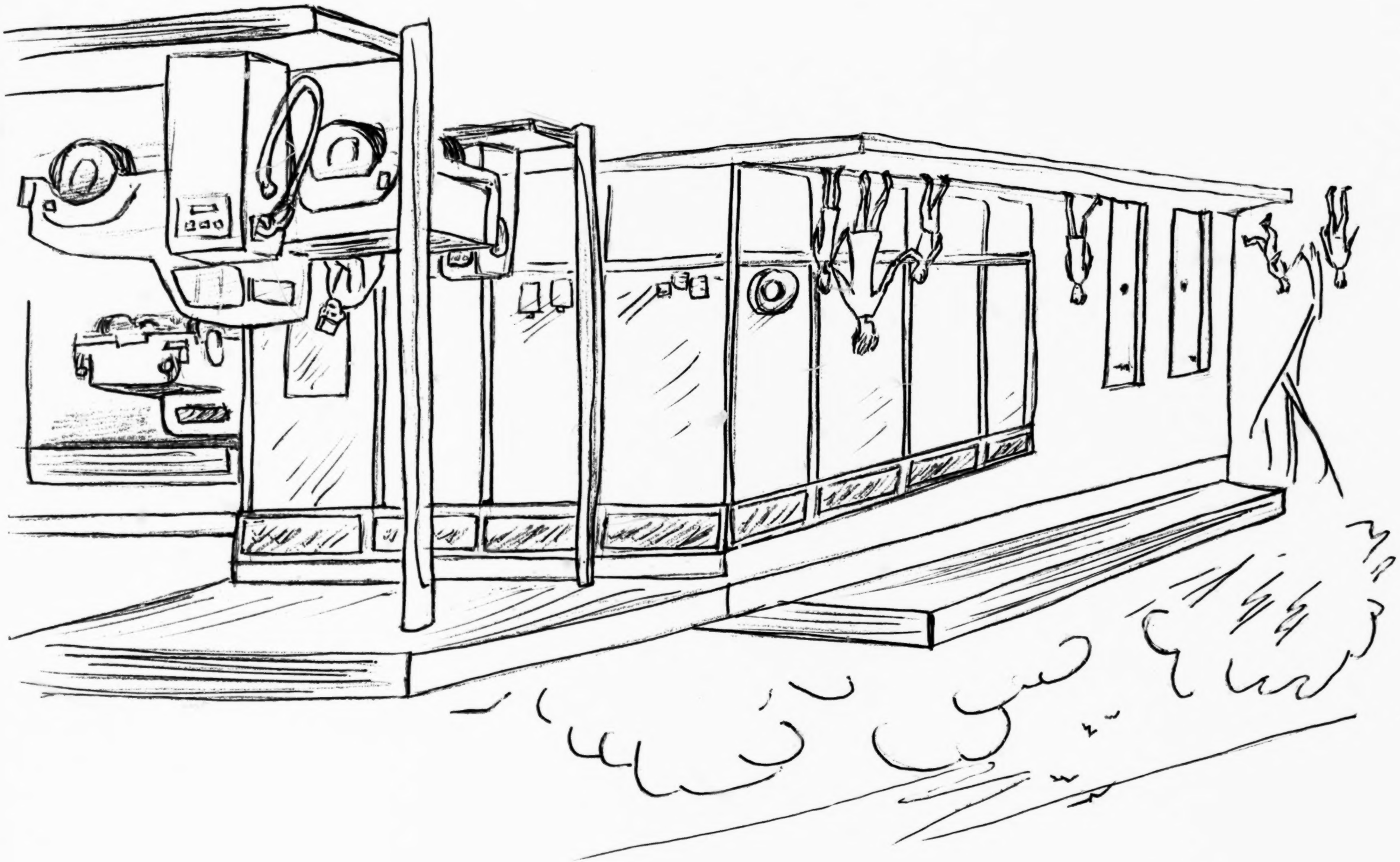

SCHOOL BUS
STOP

A Visit to the Community

Nataani Nez
LODGE
RESTAURANT
DINING ROOMS
TV
NAVAJO ROOM



STOP
POLICE

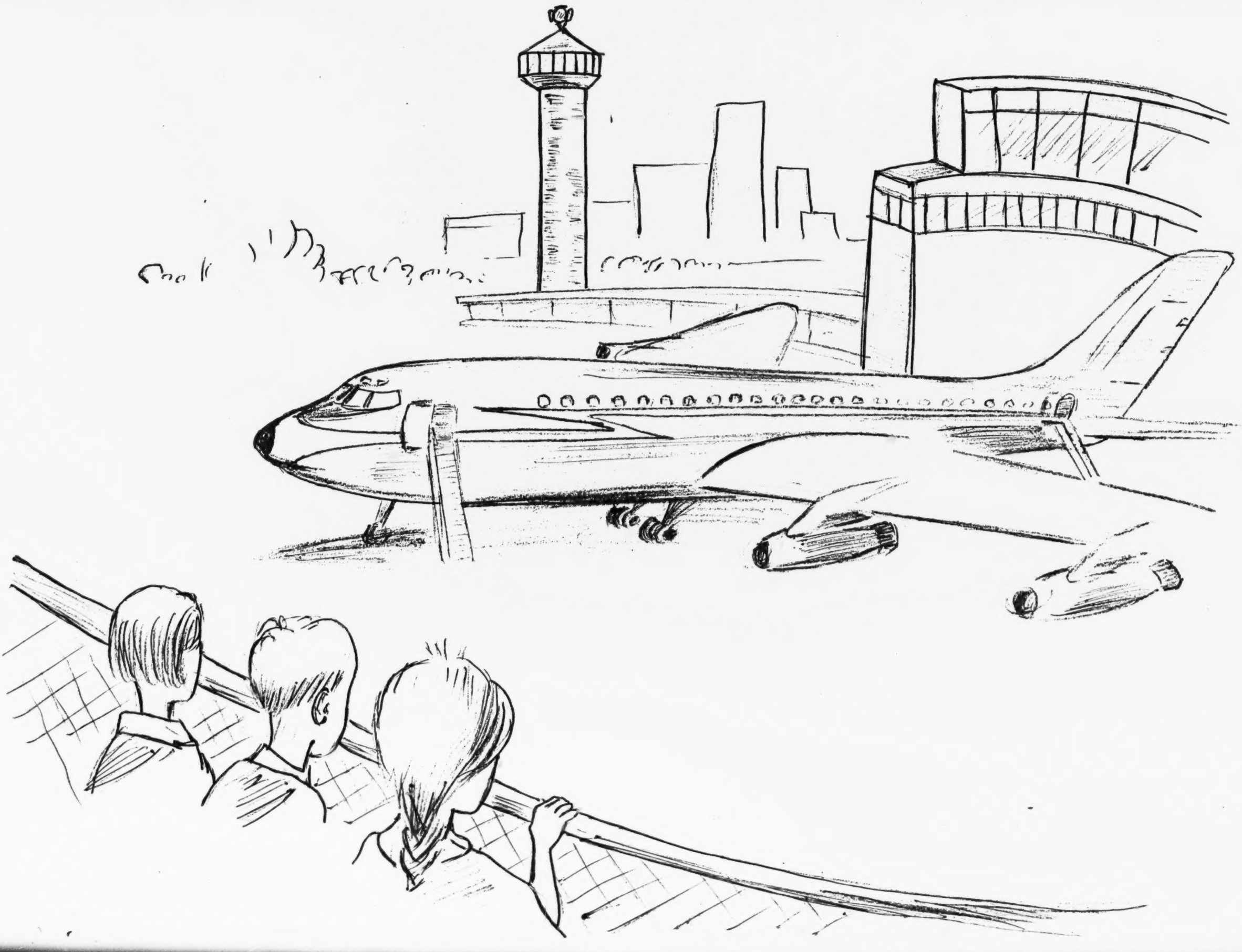


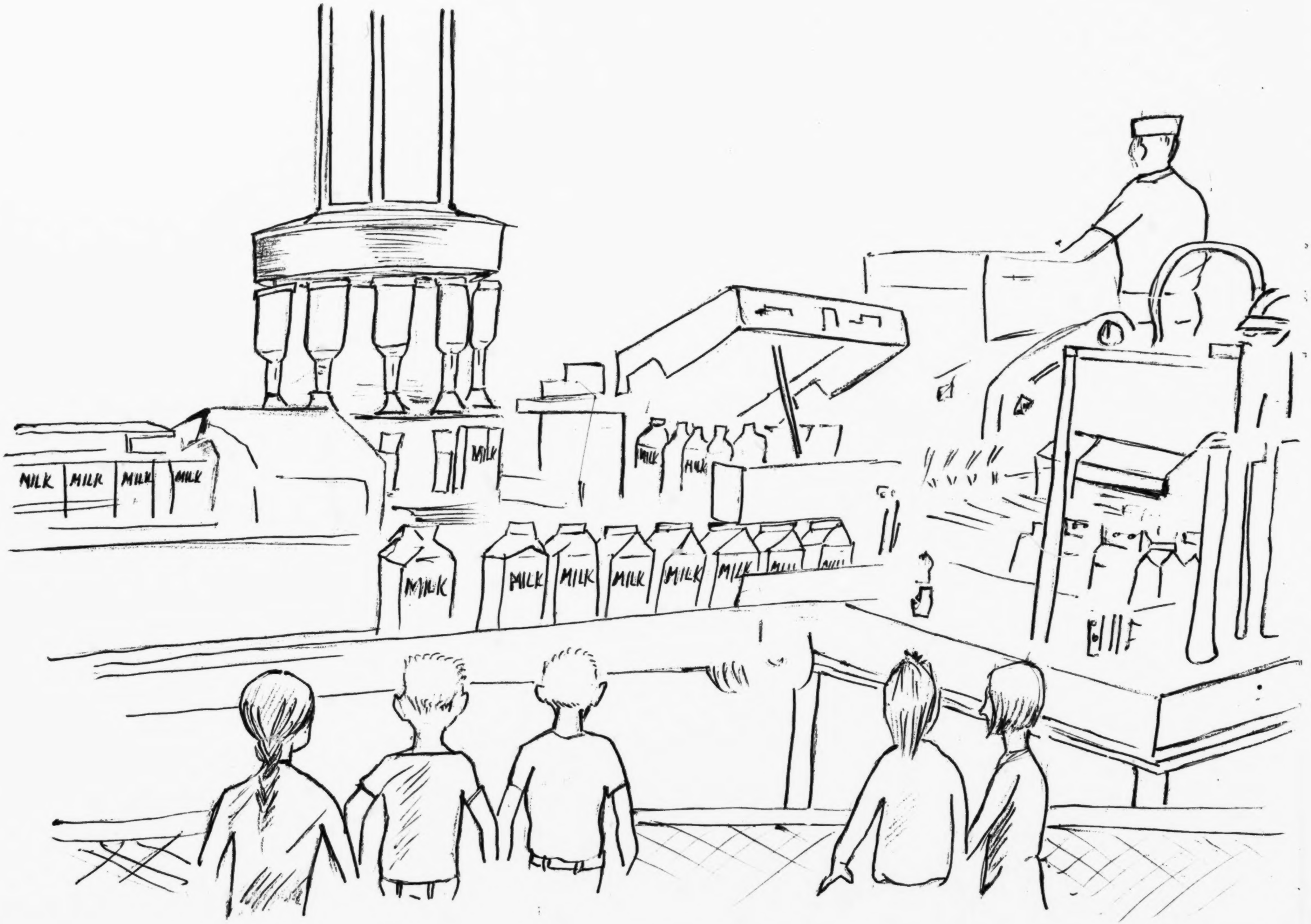
WANTED
Local
out-of-town
AIR

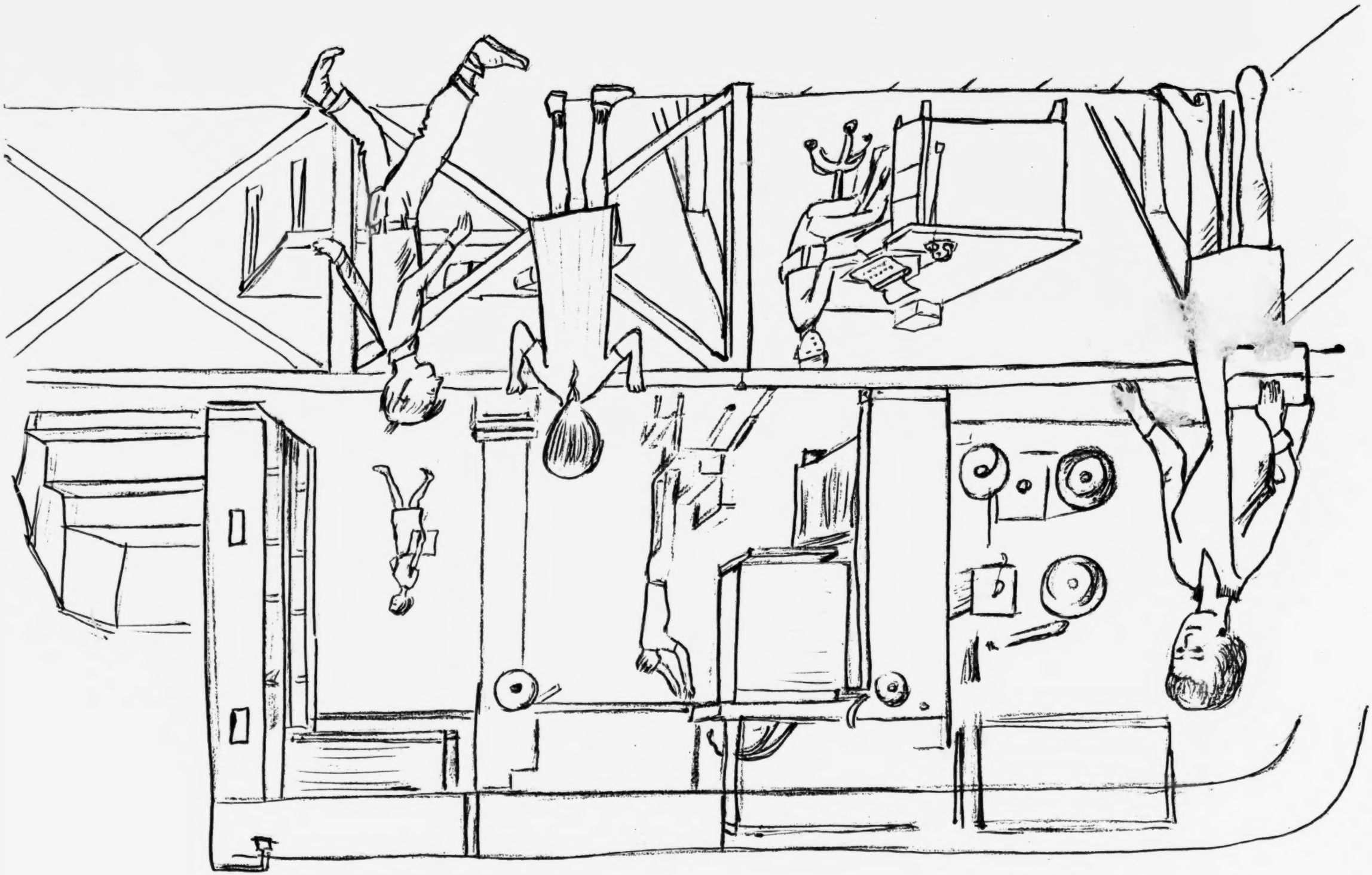
MEAT
VEGETABLE and fruit
1.5

EXIT
TIME

GALLUP
194

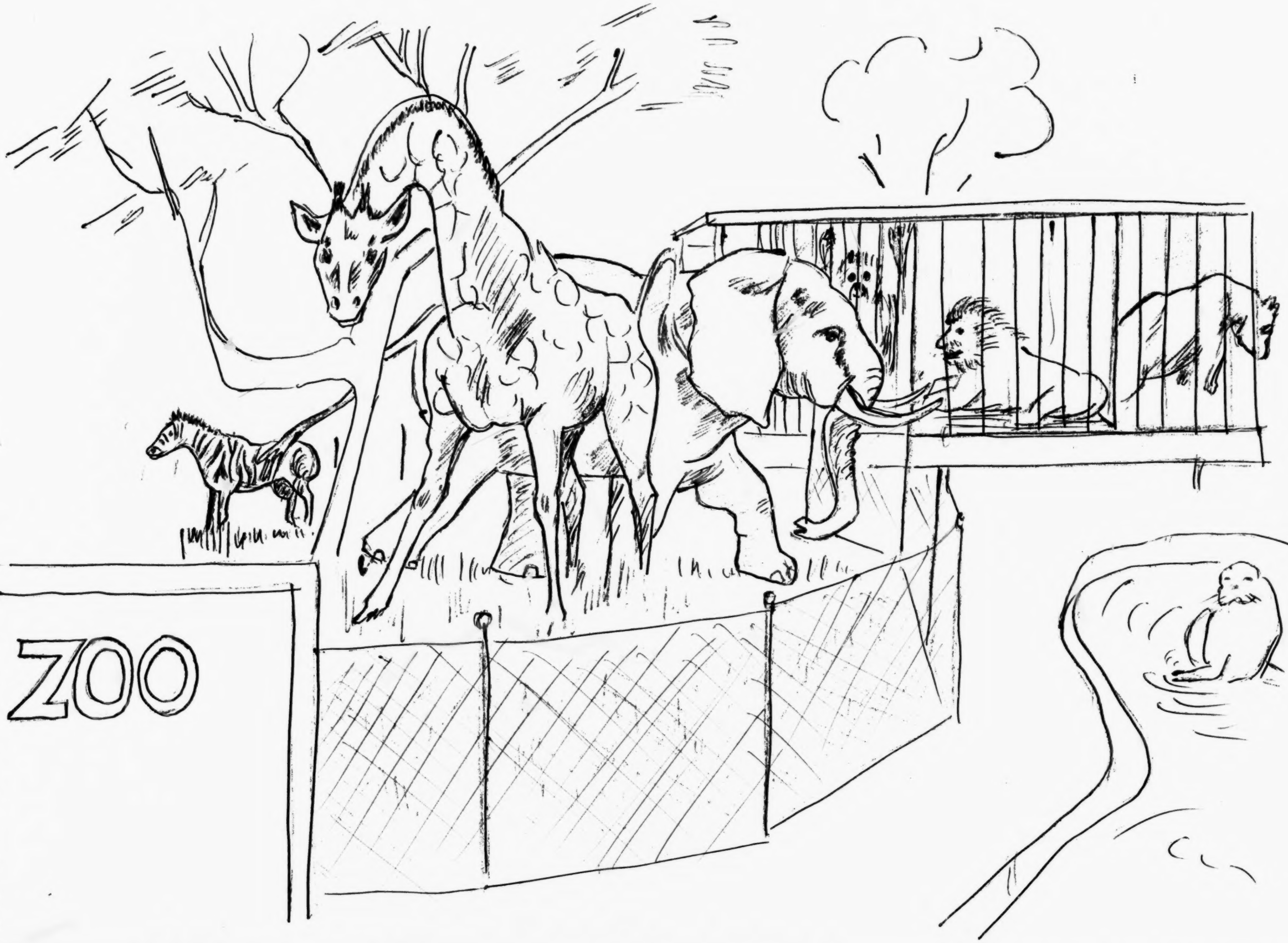



MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK
MILK



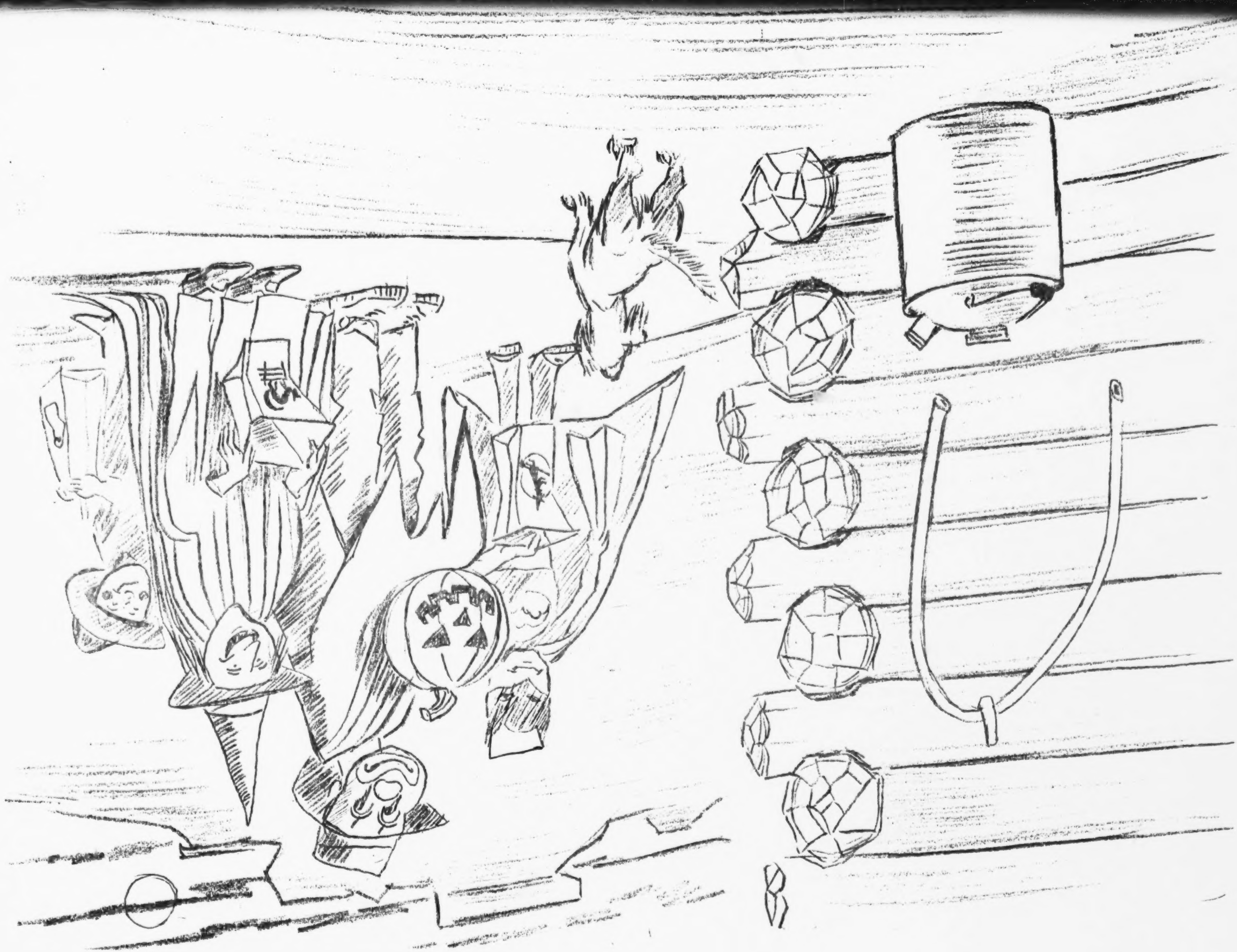
STOP
SCHOOL BUS
STOP

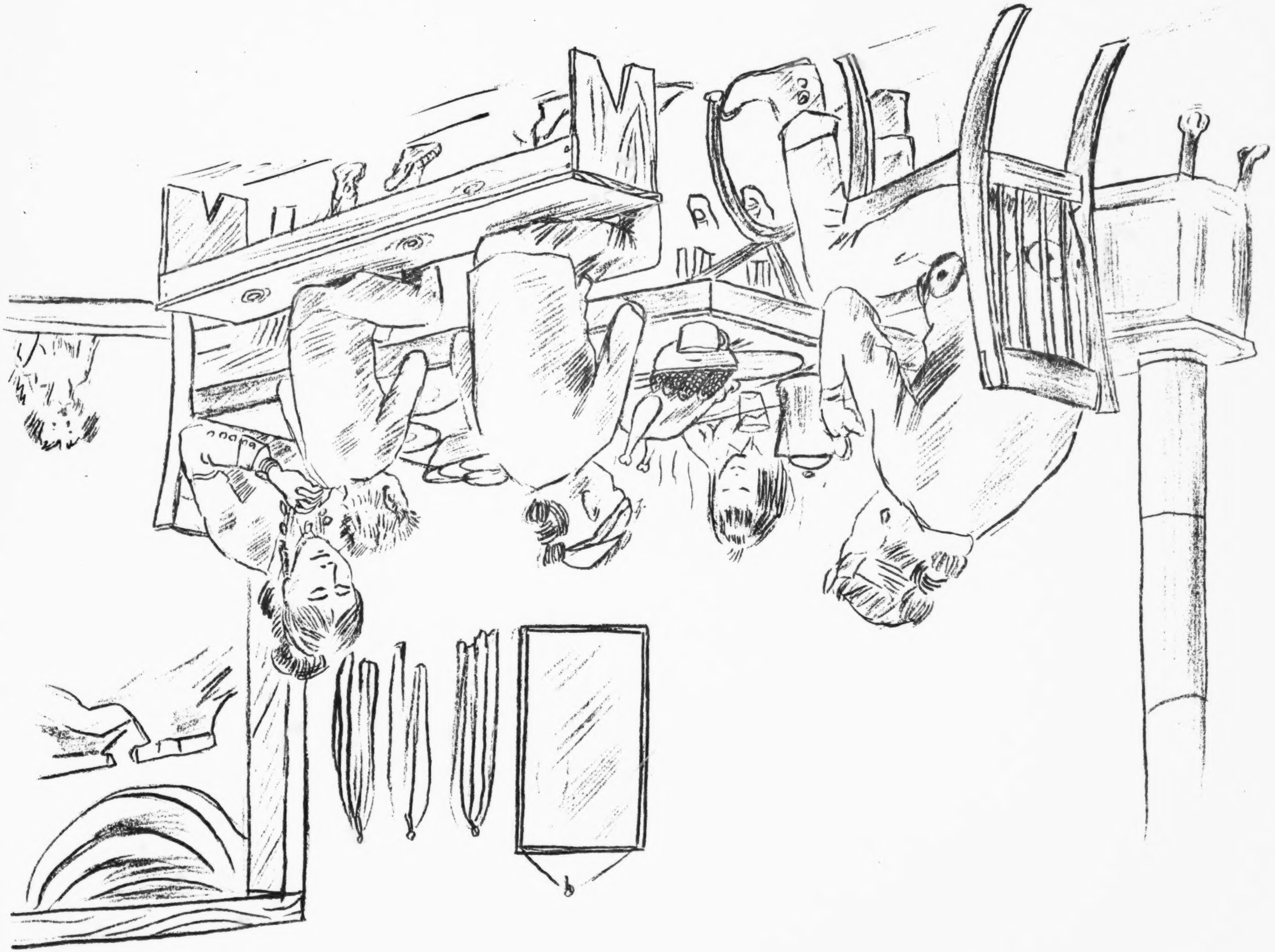
Things We Like to See and Do

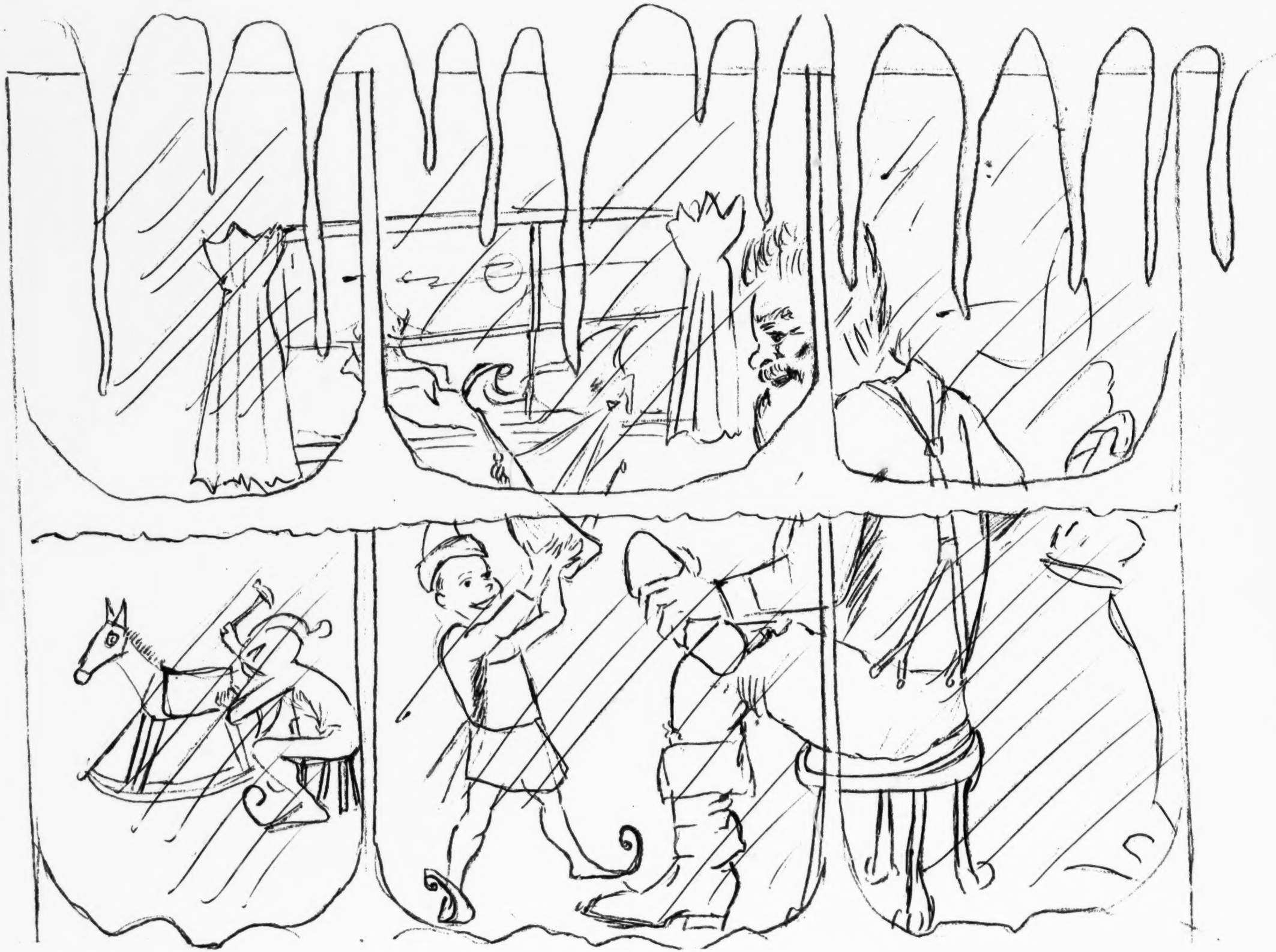

ZOO

OOL
SHIPROCK SCHOOL
Fruits
vegetables

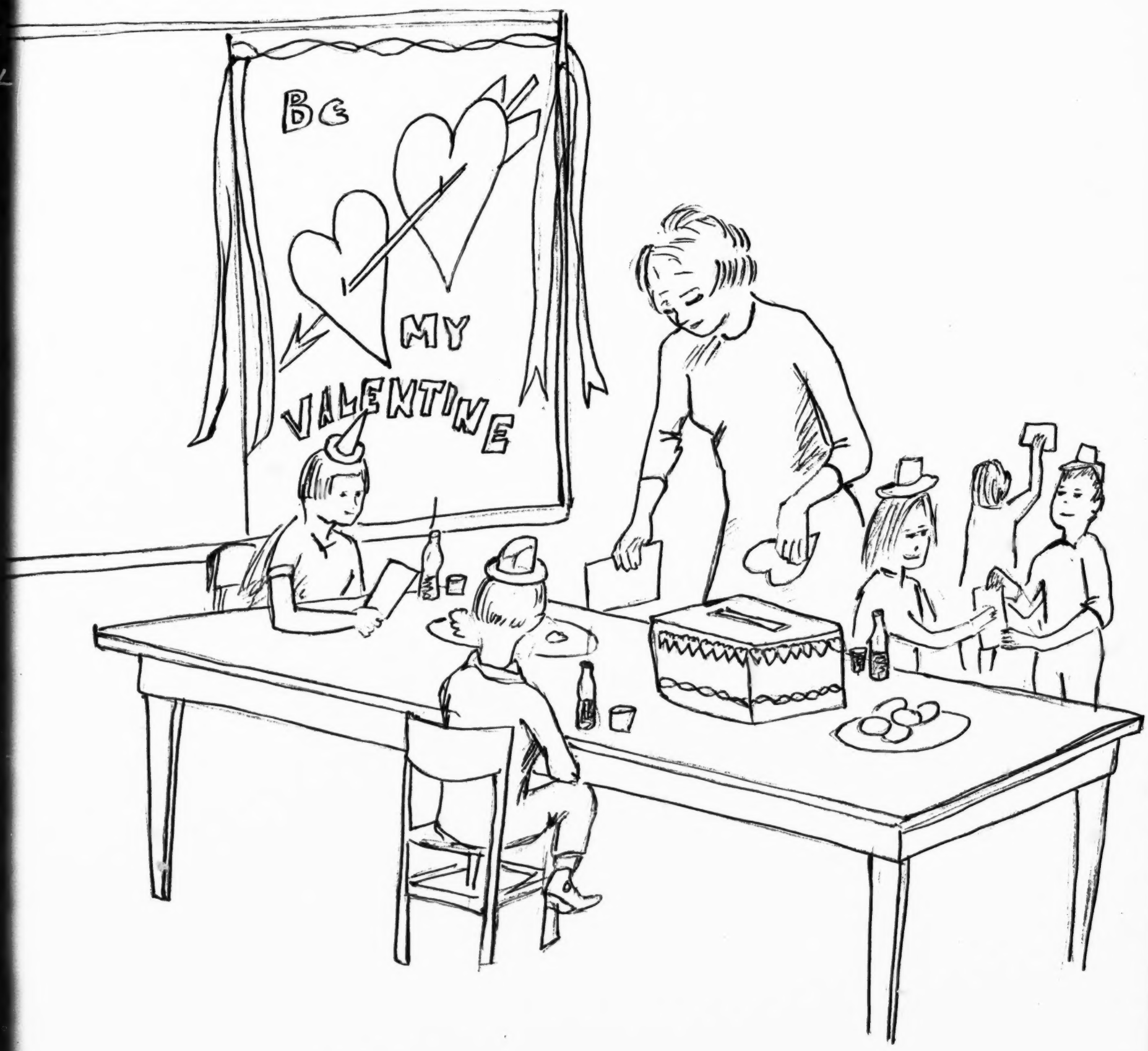
Holidays and Fun

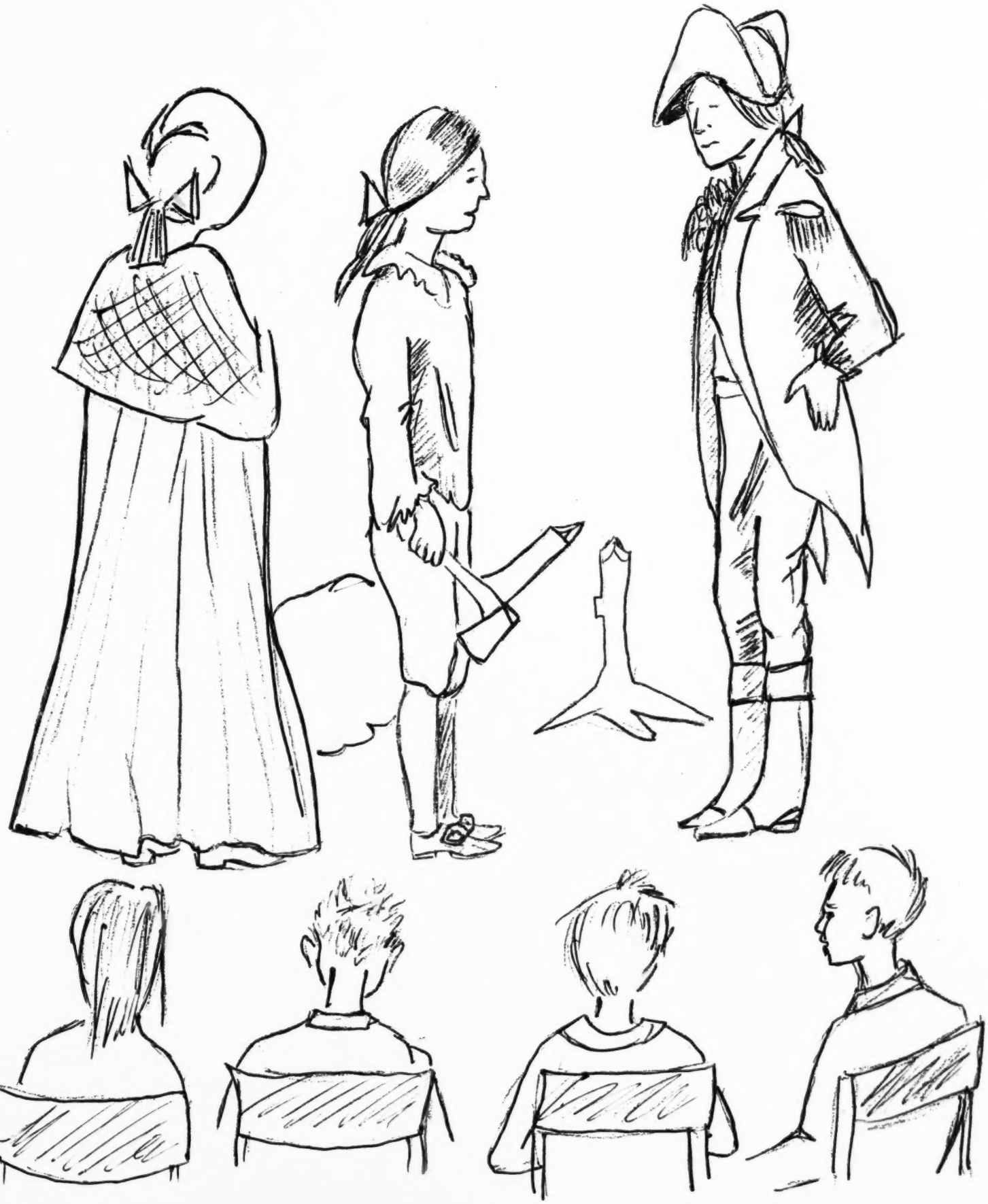
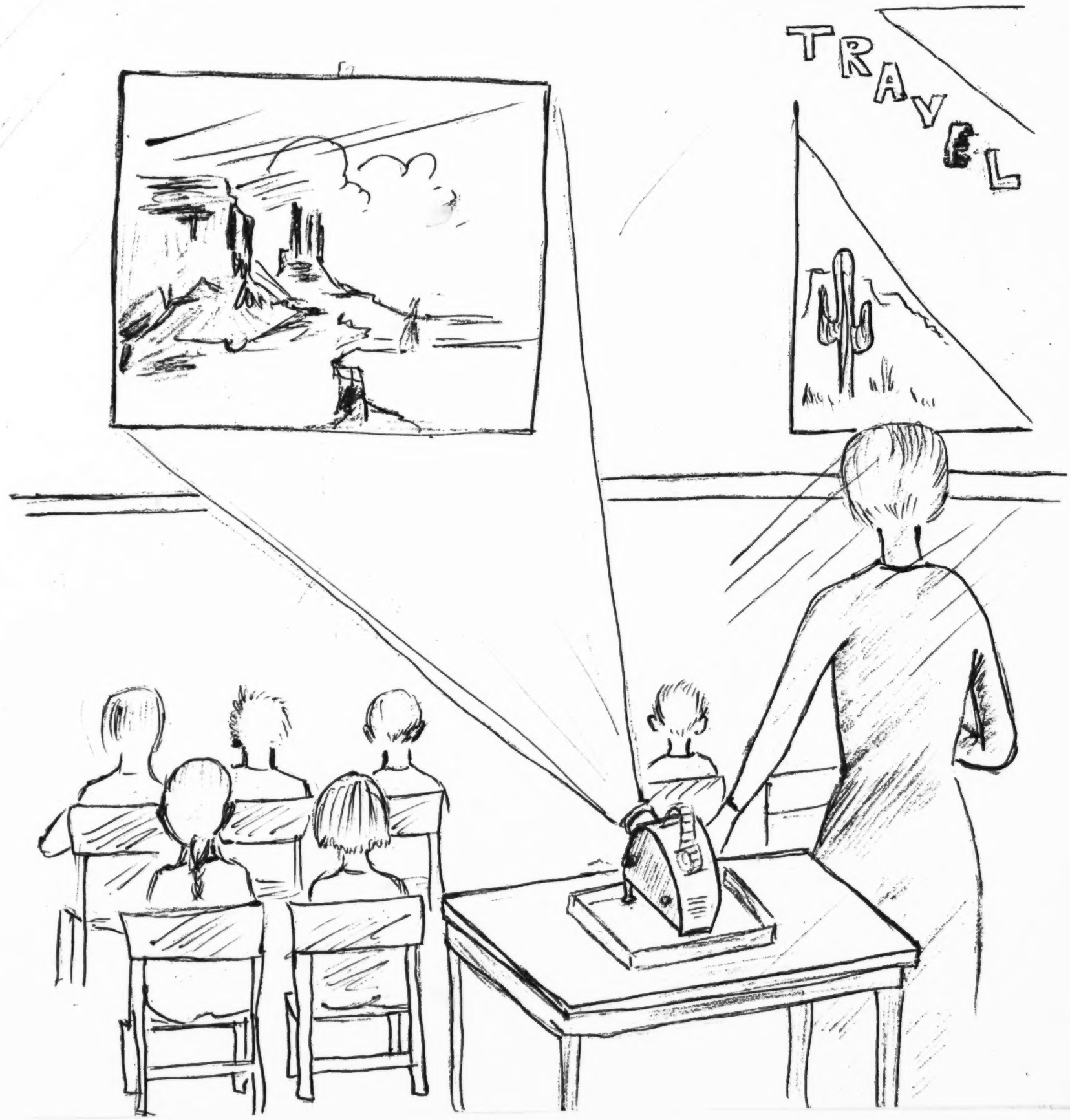






LINCOLN'S
CABIN


BE
MY
VALENTINE



3 4 5 6 7 8 9